

**THE EFFECTIVENESS OF USING COMIC STRIPS
IN IMPROVING THE STUDENTS' WRITING SKILLS
IN THE EIGHTH GRADE OF SMP N 2 TEMON
IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

**Submitted as a Partial Fulfillment to the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* in English Education**



By

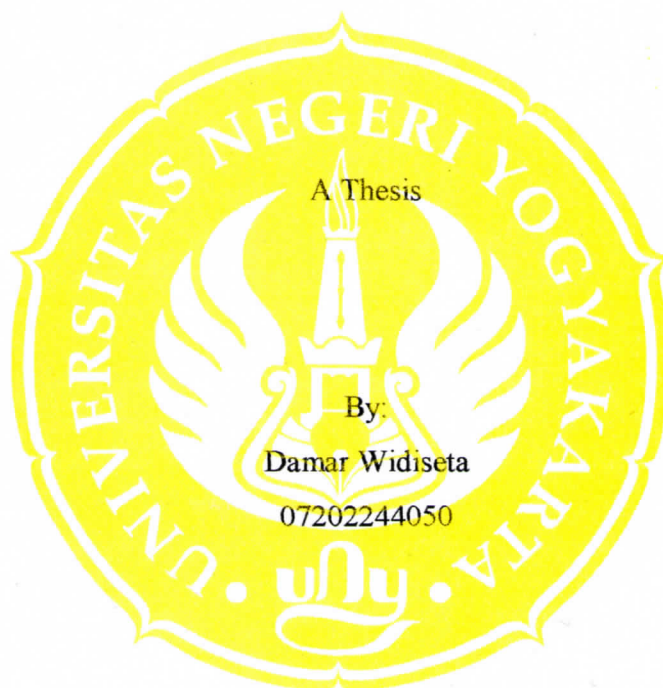
Name : Damar Widiseta

S. N. : 07202244050

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
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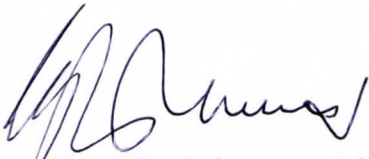
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**THE EFFECTIVENESS OF USING COMIC STRIPS
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IN THE ACADEMIC YEAR OF 2012/2013**




Approved by the consultants on October 1st, 2013

First Consultant


Drs. Gregorius Suharto, M.Pd.
NIP. 19481016 197204 1 001





Second Consultant


Siti Sudartini, S.Pd., M.A.
NIP. 19760311 200501 2 001

RATIFICATION

THE EFFECTIVENESS OF USING COMIC STRIPS IN IMPROVING THE STUDENTS' WRITING SKILLS IN THE EIGHTH GRADE OF SMP N 2 TEMON IN THE ACADEMIC YEAR OF 2012/2013

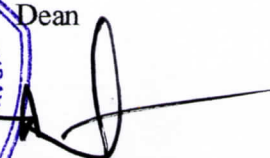
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Name	Position	Signature	Date
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Drs. Gregorius Suharto, M.Pd.	Second Examiner		18-10-2013

Yogyakarta, October 18th, 2013

Faculty of Languages and Arts

State University of Yogyakarta

Dean

Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, penulis:

Nama : Damar Widiseta

NIM : 07202244050

Program Studi : Pendidikan Bahasa Inggris

Jenjang : S1

Fakultas : Bahasa dan Seni

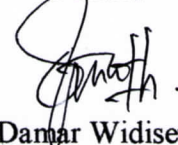
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THE EIGHTH GRADE OF SMP N 2 TEMON IN THE
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Menyatakan bahwa karya ilmiah ini adalah hasil karya saya sendiri dan sepanjang pengetahuan saya tidak berisi materi yang dipublikasikan atau dituliskan orang lain kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tatacara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti pernyataan saya tidak benar, hal ini akan menjadi tanggung jawab saya sepenuhnya.

Yogyakarta, 1 Oktober 2013

Penulis



Damar Widiseta

DEDICATIONS

I proudly dedicate this thesis to:

Jesus Christ,

My Parents, Sucipto Hadi and A.M. Endar Sulistyowati,

My sister, Melania Krisna Nawangsasi,

You.

MOTTOS

Be Your-BEST-self! – HitmanSystem

Rahmat Tuhan Cukup Bagimu. –Budi Wihandono, Pr.

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Last but not least, I realize that this thesis is far from being perfect. Thus, any criticism, ideas and suggestions for improvement of this thesis are highly appreciated. I hope this study can be useful reference to researchers who want to conduct a research study on writing especially dealing with the comic strips.

Yogyakarta, October 1st, 2013

The Writer

TABLE OF CONTENTS

TITLE.....	i
APPROVAL SHEET	ii
RATIFICATION.....	iii
PERNYATAAN.....	iv
DEDICATION	v
MOTTOS	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES	xi
LIST OF APPENDIXES	xiii
ABSTRACT.....	xiv
CHAPTER I: INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	3
C. Delimitation of the Problem.....	6
D. Formulation of the Problem	6
E. Research Objectives	6
F. Research Significance	7
CHAPTER II: THEORETICAL DESCRIPTION, CONCEPTUAL FRAMEWORK AND HYPOTHESIS	
A. Theoretical Description	
1. Theory of Writing.....	8
a. Definitions of Writing	8
b. Writing Skills	9
1) Micro Skills.....	9
2) Macro Skills	10
c. Writing Process	11
2. Method of Teaching Writing.....	12
3. Teaching Media of Writing	14

4. Teaching Writing to Junior High School Students.....	15
5. Comic Strips	19
a. Definition of Comics and Comic Strips	19
b. Components of Comic.....	21
c. Benefits of Using Comic Strips.....	22
B. Relevant Studies.....	25
C. Conceptual Framework	25
D. Hypothesis Formulation	27
CHAPTER III: RESEARCH METHOD	
A. Type of The Research	28
B. Population and Sample.....	28
C. Time and Place of The Research.....	30
D. Research Variables.....	30
E. Research Instrument.....	32
F. The Validity and The Reliability of The Researcher Instrument	32
1. The Validity of the Research Instruments	32
a. Content Validity	33
b. Construct Validity	35
2. The Reliability of The Research Instruments.....	37
G. Data Collection Procedure	39
H. Technique of The Data Analysis.....	40
1. Descriptive Analysis	39
2. Inferential Analysis	41
a. Test of Normality	41
b. Test of Homogeneity	41
c. Test of Hypothesis.....	41
d. Test of Absolute Gain Score	42
CHAPTER IV: RESEARCH FINDING AND DISCUSSION	
A. Descriptive Analysis	43
1. Experimental Group	44

a. The Data of The Pre Test Score of Experimental Group	44
b. The Data of The Post Test Score of Experimental Group	46
c. Comparison between The Pre Test and Post Test Scores of The Experimental Group	47
2. Control Group	48
a. The Data of The Pre Test Score of Control Group.....	49
b. The Data of The Post Test Score of Control Group.....	50
c. Comparison between The Pre Test and Post Test Scores of The Control Group.....	52
B. Inferential Analysis	53
1. Pre Testing Analysis.....	53
a. Normality Test.....	53
b. Homogeneity Test.....	55
2. Hypothesis Testing	56
C. Discussion	58
CHAPTER V: CONCLUSION, IMPLICATION AND SUGGESTION	
A. Conclusions	61
B. Implication	62
C. Suggestion.....	63
REFERENCES.....	64
APPENDICES	66

LIST OF TABELS

Table 1: Design of the Study	28
Table 2: Research Population	29
Table 3 : The distribution of the samples	29
Table 4: The Distribution of the Treatment	30
Table 5: Standard of Competency and the Basic Competency based on the School-Based Curriculum of Junior High School in the Grade VIII of the Second Semester of the English Subject.....	34
Table 6: The Blueprint of the Writing Ability Test	35
Table 7: Categories for Evaluating Writing	36
Table 8: Model of Scoring a Composition.....	37
Table 9: The Value of the Reliability Coefficient (Suharto, 2006: 84).....	38
Table 10: Conversion Table	39
Table 11: Scale Category of Students' Test Scores	44
Table 12: Descriptive Analysis of the Pre-test on the Experimental Group ...	45
Table 13: The Score Category of the Pre-test on the Experimental Group	45
Table 14: Descriptive Analysis of the Post-test of the Experimental Group ..	46
Table 15: The Score Category of the Post-test on the Experimental Group ...	47
Table 16: Statistical Data of the Pre-test and Post-test Score of the Experimental Group	48
Table 17: Descriptive Analysis of the Pre-test on the Control Group	49
Table 18: The Score Category of the Pre-test on the Control Group	50

Table 19: Descriptive Analysis of the Post-test of the Control Group.....	51
Table 20: The Score Category of the Post-test on the Control Group	51
Table 21: Statistical Data of the Pre-test and Post-test Score of the Control Group	52
Table 22: The Result of the Normality test of Writing Ability.....	54
Table 23: Homogeneity Test in Pre-test.....	55
Table 24: Homogeneity Test in Post-test	56
Table 25: The result of ANCOVA on Students' Writing Skills taught by comic strips and those taught without using comic strips.	57

LIST OF APPENDICES

Appendix 1. Research Instruments	67
Appendix 2. Validity and Reliability Research Instruments.....	70
Appendix 3. Lesson Plans and Learning Materials.....	73
Appendix 4. Statistical Analysis of the Data	164
Appendix 5. Students' Score.....	175
Appendix 6. Photographs	180
Appendix 7. Students' Pre Test and Post Test	186
Appendix 8. Research Permit.....	200

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By: Damar Widiseta
07202244050

ABSTRACT

This study is aimed at finding out whether there is a significant difference of the writing skills between the 8th grade students of SMP N 2 Temon who are taught using comic strips and those who are taught using conventional media, simple picture, in the academic year of 2012-2013.

This research was classified as a quasi-experimental study. It involved 62 students from two groups, class VIII A (31 students) as the experimental groups and class VIII B (31 students) as the control group. The experimental group was taught using comic strips whereas the control group was taught using conventional media, simple pictures. The data were obtained by using two essay writing tests; pre-test and post-test. The pre-test was given to both groups before the treatment and the post-test was given after the treatment. The data of the pre-test and post-test of both groups were analyzed by using descriptive and inferential analysis. After that, the hypothesis was tested using the ANCOVA.

The result of the research shows that there is a significant difference in the writing ability between the students who are taught using comic strips and those who are taught using conventional media. It can be seen in the result of the hypothesis testing through ANCOVA. The significance value of 0.000 is less than the significance level of 0.05 ($0.000 < 0.05$), which means that the datum of this study are considered to have a significant difference. Therefore, the hypothesis of this study is accepted. It means that the use of comic strips as teaching media significantly improves the students' writing ability in the English teaching and learning process at SMP N 2 Temon.

CHAPTER I

INTRODUCTION

A. Background of the Problem

In the human history, writing is an important discovery. It offers everlasting records of information, opinions, argumentations, theories, stories, and so on. Writing allows people to communicate not only with their generation, but also with the future generations.

Nowadays, writing skills are needed since written communication is commonly used. It deals with the discovery of communication media such as newspaper, magazine, even internet. Writing skills are needed when we have to deliver messages through email or any kinds of social media like blogs, Facebook, Twitter, and many more. In academic life, writing skills are also important. They have a big role in order to make a report or a research. In this case, writing skills are needed in the form of formal situation. So, the writer should be able to have good knowledge in writing.

However, some students have difficulties in writing. One of them is in term of generating ideas. Peha (2002: 5) stated that ideas are what it is all about. Ideas are the most important part of a piece of writing. After all, a writer can make a writing product if there is an idea. If they did not have any ideas, they would not need any words to express them. Without ideas, there would not be any writing.

Since some students have difficulties in generating ideas, they will find other difficulties in organizing their writing. Organization is driven by ideas (Peha, 2002:7). Ideas do not make much sense if they are not arranged in some way. Something has to come first, something has to go last, and several things usually end up in the middle, one after another, in a logical sequence.

Moreover, some Indonesian students have some difficulties on their English writing ability. It can be seen from their writing product which is very poor. It is caused by many factors. The concept of mother tongue is mostly considered influential by the English language students. This is because English in Indonesia is still as a foreign language. This condition has affected the teaching learning process of English writing.

Having difficulties in writing, students usually do some mistake in their written production. Mistake in writing can be in the form of grammar, vocabulary, mechanics, and organization. The aspect of grammar can be classified into articles, conjunctions, prepositions, pronouns, singular or plural, subjects and verbs, and verb tenses. The aspect of vocabulary can be in the form of spelling and diction. The aspect of mechanics can be categorized into capitalization and punctuation. Lastly, the aspect of organization can be in the form of irregular and irrelevance.

The students commonly have insufficient vocabulary to produce written products. It can be seen from their vocabulary used in their writing product. They tend to use the same words in some cases. So, it is necessary to provide a solution to help the students in their writing production. The comic

strips might provide an alternative solution. It guides the students to write in a sequence of events. It provides pictures and sentences which can help the students in their writing. This study is needed to be conducted to find out how effective the comic strips in improving the students writing skills.

B. Identification of the Problem

There are some factors that influence students' writing skills: teacher, students, techniques, learning materials, and media.

1. Problems related to the teacher:

Teacher as a facilitator has a big role in the success of teaching and learning process. It is necessary that the teacher have some skills to improve the student's achievements. Those skills are professionally and personally. As a professional, teacher should have a good content knowledge, a good planning, a good classroom management and organization, classroom behavior, individual differences, communication skills, the teachers' confidence, motivation for learning, respect, fairness, and equity, assessment and evaluation, teacher learning development. Personal skills are caring, knowing the students individually, teacher-students relationship, classroom environment.

2. Problems related to the students:

English has a very different structure with the structure of the students' mother tongue, *Bahasa Indonesia*. This condition affects the students' English expression. They tend to express their English with their

mother tongue structure. Moreover, the students have a negative perception that learning English is difficult. This perception is being transferred continuously from the previous generation.

The students' perception on English affects their motivation to learn it. Since they have a negative perception, they have lack of motivation to learn English. Furthermore, their English skill is limited. They will find difficulties in their English writing. The students will not have a good confidence to express their ideas in written text. They have no ideas to express it or even to write it.

3. Problems related to the techniques:

The other problem is related to technique. As an English teacher, he or she has to have various techniques dealing with various students. There are many techniques that can be used, such as using games, using cooperative learning and so on. Teachers have to apply techniques that are appropriate with students and classrooms conditions. However, some teachers used monotonous technique. He or she only taught grammatical rules without any variation. In teaching writing, he or she only gave students input text and asked the students to write the same text type in different topics. The technique used to achieve the objective of teaching and learning process was less appropriate because it did not promote students to develop their writing abilities.

4. Problem related to the learning materials

In every meeting, the English teacher did not use various resources for teaching writing. The teacher only used a course book as a reference. The inputs or the texts, materials, and the tasks for every learning process were taken from the book. This made the students bored, not motivated and not interested.

Lembar Kerja Siswa or *LKS* is commonly used as the primary teaching and learning guidance. Even though *LKS* was created as extra exercises for the students, it is usually functioned as guidance for the activity in the classroom. It makes the teaching and learning process more monotonous and makes the students bored. In fact, *LKS* is needed as an additional exercises but not as the main guidance in teaching and learning process.

5. Problem related to the media

Media is very useful in learning English. It helps the teachers and learners to achieve the learning goal. Gagne (1970, in Ruis et al., 2009) states that media are components in learners' environment which support the learners learn. There are many kinds of media such as picture, audio recording, real object, chart, poster, cartoon, LCD projector, and many more. However, some teacher did not use much media for many reasons.

C. Delimitation of the Problem

From the identification of the problem above, it can be concluded that there are some factors that influence the students' writing ability in writing. This research will focus on the problem related to media by using comic strips. The use of comic strips can hopefully solve the teachers and students' problems in writing skill.

D. Formulation of the Problem

Based on the delimitation of the problem, the problems of the study can be formulated as follows:

1. How are the students' writing skills when they are taught using comic strips?
2. How are the students' writing skills when they are taught without using comic strips?
3. Is there any significant difference on writing skills between students who are taught by comic strips and those who are not?

E. Research Objectives

The objectives of this study can be presented as follows:

1. Describing students' writing skills when they are taught using comic strips.
2. Describing students' writing skills when they are taught without using comic strips.

3. Describing the difference of writing skills between students who are taught with media used by the teacher and those who are taught using comic strips.

F. Research Significance

The research study is expected to give some contributions theoretically, practically, and for research and development. They are presented as follows:

1. Theoretically

The result of this study will present useful information to support the theories dealing with the use of comic strips on teaching writing.

2. Practically

- a. For the teacher

The result of this study will present useful information and evaluation for teachers who want to use comic strips in teaching process.

- b. For the students of English Education Department

Based on the results of the research they are expected to find out better techniques which are appropriate with students' level and condition. They are expected to consider accurate techniques in teaching writing.

- c. For other researchers

The result of this study will present useful information and evaluation for other researchers who want to explore wider about the use of comic strips.

CHAPTER II

THEORETICAL DESCRIPTION, CONCEPTUAL FRAMEWORK, AND HYPOTHESIS

A. Theoretical Description

1. Theory of Writing

a. Definitions of Writing

According to Brown (2001: 335), writing is a written product of thinking, drafting, and revising procedures that require specialized skills. The nature of writing focuses students on how to use discourse markers and rhetorical conventions and to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

Spratt (2005: 26) states that writing is one of the four skills: reading, writing, listening and speaking. Writing and speaking are productive skills. It means that they involve producing language rather than receiving it. Writing involves communicating a message by making signs, forming letters and words, and joining them together to make sentences on a page.

According to Celce-Muria (2001), writing is a skill which enables the learners to plan and rethink the communication process. It provides learners with the opportunity to focus on both linguistic accuracy and content organization. She also said that the mechanics of

writing are particularly important at the initial stage of learning since they help students establish a good basis in sound-spelling correspondences, which are important for effective use of reading and writing skills and for good pronunciation.

b. Writing Skills

Brown (2004: 220) states micro and macro skills will help teachers to define the ultimate criterion of an assessment procedure. Furthermore, Brown (2004: 221) proposes the micro and macro skills of writing which mentioned as follows:

1) Micro Skills

The micro skills of writing apply appropriately to imitative and intensive types of writing. The following are the micro skills of writing:

- a) Producing graphemes and orthographic patterns of English.
- b) Producing writing at an efficient rate of speed to suit the purpose.
- c) Producing an acceptable core of words and use appropriate word order patterns.
- d) Using acceptable grammatical system (e.g. tense, agreement, pluralization), patterns and rules.
- e) Expressing a particular meaning in different grammatical forms.

- f) Using cohesive devices in discourse.

2) Macro Skills

The macro skills are essential for the successful mastery of responsive and extensive writing. These are macro skills of writing.

- a) Using the rhetoric forms and conventions of written discourse.
- b) Appropriately accomplishing the communicative functions of written text according to form and purpose.
- c) Conveying links and connections between events, and communicate such relation as main idea, new information, given information, generalization, and exemplification.
- d) Distinguishing between literal and implied meanings when writing.
- e) Correctly conveying culturally specific references in the context of the written text.
- f) Developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

c. Writing Process

According to Blanchard et al. (2003; 41), there are several steps in the writing process. They are:

1) Step One: Prewriting

Prewriting is the process of thinking, talking; reading and writing about the topic before the writer write the first draft. It can be say that prewriting is a warming up process before writing. There are several ways in prewriting:

- Brainstorming

It is a quick way to generate many ideas on a subject. The purpose is to make a list of as many ideas as possible without worrying about how you will use them. The list can include words, phrases, sentences, or even questions.

- Clustering

It is a visual way of showing how the ideas are connected using circles and line. In the clustering, the writer draws a diagram for the ideas.

2) Step Two: Writing

After deciding the topic, the next step is writing the paragraph. In writing the first draft, the writers use the generated ideas in the prewriting process as a guide.

There are some points need to be remembered in this step:

- Begin with the topic sentence that states the main idea.

- Include several sentences that support the main idea.
- Stick to the topic – do not include information that does not directly support the main idea.
- Arrange the sentences so that the order of ideas makes sense.
- Use signal words to help the reader understand how the ideas in your paragraph are connected.

3) Step Three: Revising

Writing a paragraph in the first try is called the first draft. The writers need to revise it in order to improve it. There are some tips in revising the first draft:

- Add new ideas to support the topic.
- Cross out sentences that do not support the topic.
- Change the order of the sentences.

2. Method of Teaching Writing

According to Brown (2001: 16), method is a generalized set of classroom specification for accomplishing linguistics objectives. He states that methods tend to be concerned primarily with teacher and student roles and behaviors. Furthermore, methods tend to be concerned secondarily with such features as linguistics and subject-matter objectives, sequencing, and materials. Moreover, Brown states that they are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.

Harmer (2001: 62) defines method as the practical realization of an approach. He states that the originators of a method have arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful and some model of syllabus organization. In his definition, methods include various procedures and techniques as part of their standard fare.

According to Brown (2001: 343-6), there are five major categories of classroom writing performance:

a. Imitative, or writing down

Imitative or writing down is the first level in learning to write. In this level, the students will simply write down English letter, words, and possibly sentences in order to learn the conventions of the orthographic code.

b. Intensive, or controlled

A common form of controlled writing is to present a paragraph to students which they have to alter a given structure throughout.

c. Self-writing

Self-writing means writing with only the self in mind as an audience.

There are some instances of this category: note taking the most salient instance, diary, or journal writing and a dialogue journal.

d. Display writing

For all language students, short answer exercises, essay examination, and even research reports will involve an element of display. For

academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing techniques.

e. Real writing

The two categories of real and display writing are actually two ends of continuum, and in between the two extremes lay some combination of display and real writing.

3. Teaching Media of Writing.

Linguistically, the term of media is a plural noun that has a singular form medium. A medium is a means by which something expressed. Gagne (1970, in Ruis et al., 2009) states that media are components in learners' environment which support the learners learn. Briggs (1970, in Ruis et al., 2009) defines that media are physical means which are used to send messages to the students and stimulate them to learn. Moreover, The National Education Association defines that media are the forms of communication either printed or audiovisual. From those definitions, there is a guideline which can be stated about media. Media is anything used to send message(s) from the sender(s) to the receiver(s), so it can be aroused the learners' thought, feeling, and interest to gear the students' learn. (Sadiman, 2002, in Ruis et al., 2009; 2)

According to Ruis et al. (2009; 3) media has a big role in learning English. Media helps the teacher and learners to achieve the learning

goals. There are some reasons for applying media in teaching-learning process:

- a. Instructional media can be solved the lack of the learners' experiences. Learners have different background such as family life, society, social economic, etc. learners who live at different areas will have different experiences, because they have different environment, society, social economic, etc.
- b. Instructional media can be reached everything out of the class. There are so many things around the learners that cannot be reached by themselves, such as: bacteria, virus, etc. To know and see those tiny things, we must use a microscope as a media. We use a picture to present things which cannot be brought into the classroom such as: markets, station, and harbors.
- c. Instructional media are created the possible direct interaction between the learners and their environment.
- d. Media are produced some observation. The learners' observation can be directed into the important things based on the teachers' aims.
- e. Media can be kept the basic, concrete and real concepts of the teaching.
- f. The learners' motivations are aroused by using media in learning.
- g. Media are integrated the experience from the concrete things to the abstract ones.

(Ruis et al., 2009; 3)

4. Teaching Writing to Junior High School Students

Students of junior high school are normally in ages 11 to 15 years old. They can be categorized as teenagers. Teenagers are an age of transition, confusion, the growth of self-consciousness, and the change of bodies and mind. Young learners may not be highly motivated in learning a foreign language because they are forced by their parents and teachers and they also lack practice of foreign language in their daily lives.

Harmer (2001: 37) states that teenagers tend to be unmotivated, surly, and uncooperative and that therefore they are poor language

learners. However, all of the comments about young children, teenagers, and adult can only be generalized. It depends upon individual learners' differences and motivation. He claims that the crucial thing of this age is that they search for individual identity, and this search provides the key challenges for this group.

Moreover, Harmer (2001: 38) states that junior high school students are categorized into adolescents learners. In this period, teenagers like to spend their time for hanging around, friends, peers, and often disruptive behavior in class. However, they have a great capacity in learning if the teacher can engage them. The characteristics of adolescents' learners according to Harmer are:

- a. They seem to be less lively and humorous than adults.
- b. Identity has to be forged among classmates and friends; peer approval may be considerably more important for the student than the attention of the teacher.
- c. They would be much happier if such problem did not exist.
- d. They may be disruptive in class.
- e. They have a great potential creativity and a passionate commitment to things that interest them.

(Harmer. 2001:38-39)

Teenagers sometimes are disruptive in the class because apart from the need of self-esteem and peer approval and boredom they also may provoke from being disruptive. Teenagers, if they are engaged, have a great capacity to learn, great potential for creativity, and passionate commitment to things that interest them. Therefore, there is almost nothing

exciting than a class of involving young people of this age pursuing a learning goal with enthusiasm.

Brown (2003; 92) proposes many things that should be concerned in teaching English to teenagers as follows:

- a. Intellectual capacity adds abstract operational thought around the age of twelve. Therefore, some sophisticated intellectual processing is increasingly positive.
- b. Attention spans are lengthening as a result of intellectual maturities, but once again with many divisions' presents in teenagers' life, that potential attention span can easily be shortened.
- c. Varieties of sensory input are still important, but, again increasing capacity for abstractions lesson the capacities of appealing to all five sensors.
- d. Factors surrounding ego, self-image, and self-esteem are at their pinnacle. Teens are ultra-sensitive to how others perceive their clanging physical and emotional selves among with their mental capabilities.
- e. Secondary school students are of course becoming increasingly adult like in their abilities to make those occasional diversions from nature of immediate communicative context.

The English teaching and learning process in junior high schools, according to UU 20/2003 about the National Education System, is based on the *Kurikulum Tingkat Satuan Pendidikan* (KTSP). The curriculum

gives more attention to the improvement of the National Education in Indonesia. KTSP in *Buku Saku Kurikulum Tingkat Satuan Pendidikan (KTSP) Sekolah Menengah Pertama* is an operational curriculum that is created and implemented by each school that is ready and able to develop it. It is developed only as a general guidance. Teachers need to adapt it based on the school's condition. KTSP is designed and developed with the school-based concept. School-based education is an education which tends to develop the ability of the school graduates. KTSP is a curriculum which puts emphasis on facilitating learners to gain skills on how they learn, think, and do.

The students of junior high schools should master some micro skills as stated in the KTSP's Basic Competence and Competence Standard. The Standard Competence of writing for the students of grade eight in the first semesters is as follows:

Competence Standard	Basic Competence
<p>Writing</p> <p>6. The students should be able to express meaning on written functional texts and very short monologue in forms of descriptive and recount texts in order to interact with the nearest environment.</p>	<p>6.1.The students should be able to express meaning on short written functional text with various written language accurately, fluently, and acceptable in order to interact with the nearest environment.</p> <p>6.2.The students should be able to express meaning and rhetoric steps on short essay with various written language accurately, fluently, and acceptable in order to interact with the nearest environment in descriptive and recount text.</p>

The competence standard of first semester students in grade VII is that “The students should be able to express meaning on written functional texts and very short monologue in forms of descriptive and recount texts in order to interact with the nearest environment”. Whereas the basic competences are:

- 1) The students should be able to express meaning on short written functional text with various written language accurately, fluently, and acceptable in order to interact with the nearest environment.
- 2) The students should be able to express meaning and rhetoric steps on short essay with various written language accurately, fluently, and acceptable in order to interact with the nearest environment in descriptive and recount text.

5. Comic Strips

a. Definitions of Comics and Comic Strips

Some experts states that comics are easy to recognize from its appearance but difficult to define. The term “sequential art” is used by Will Eisner to describe comics. Moreover, according to McCloud in his book *Understanding Comics* (1994; 7), comics are “juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer”. The definition above are similar, they are focus on comics as a string of images that are read one after another to produce meaning.

Comic strips refer to “a set of drawings telling a short story” in a newspaper or comic books, often showing “the speech of the characters in the pictures” (Summers, 1992, p. 249). Taylor (2006) regarded comic strips as a verbal-visual mixture: a blend of verbal and nonverbal elements. In general, comic strips consist of a humorous narrative sequence of cartoon panels with illustrations and feature a regular cast of characters. Gower in McAlister (2001) defined comics as a medium to transmit certain concepts or information about political, social, and cultural issues; a politically sarcastic comic strips in the newspaper is one such example.

In a comic-strip, verbal and nonverbal messages play the same important roles. The clues from illustrations help deliver implicit messages. The old saying “a picture is worth a thousand words” fits the creation of comic strips well. Since readers of comic strips figure out the genuine meaning by looking at both the narrative and non-narrative information, translators are supposed to render both verbal and nonverbal messages accurately and appropriately to enable the target audience to grasp the message more thoroughly and more effectively. Moreover, comic strips can be described as the short version of comics.

b. Components of Comics

According Saraceni (2003) comics have several components: panels, gutters, balloons and captions:

- 1) The panels: Each page is normally composed of a number of rectangular frames named panels.
- 2) The gutter: Each panel is separated from the others by a blank space called the gutter.
- 3) The balloon: The use of balloons, in which text is inserted and imposed into the panel which contains the pictures, is one of the principal characteristics of comics. Other types of print such as children's books and advertising also combine images and words, but the use of balloons is unique to comics (Khordoc 2001: 156 - 157). The balloons contain direct speech, but significant proportions of it are essentially narrative. It shows that a character is speaking (in the first person) and this makes the reader's involvement in the story much deeper. Balloons may report speech or thought. The tail of the balloon indicates the character who is speaking or thinking.
- 4) The caption: The caption is not inside the panel, but is always a separate entity, at the top or bottom of the panel. The text in the caption represents the narrator's voice and adds information to the dialogues in the balloons.

c. Benefits of using Comic Strips

Benefits or strength of comics in education according to Yang (2003) can be described as follows:

1) Motivating

The most frequently mentioned asset of comics, as an educational tool, is its ability to motivate students. Through comic, the teacher can give motivation to the students to learn English in more enjoyable and interesting ways.

Comics motivate the students by its pictures. The use of colors, the name of animals, and the identification of the main parts of human body can be studied and understood fast with the use of cartoon comics. Sones (in Yang 2003) theorize that pictures tell any story more effectively than words.

2) Visual

Comics, being composed of pictorial and other images, are a fundamentally visual medium. The interest of students in comics' picture emphasizes the potential of visual medium. In a study comparing comics to text, Sones (in Yang 2003) found that comics' visual quality increases learning. Sones divided four hundred sixth into two groups, balanced in terms of both school grade and intelligence. To the first group he presented comics, to the second only text. Afterwards, each group was given a test on the content of the story. The result was the first group scored

significantly higher than the second group. At the end, Sones concluded that a strong trend in favor of the picture continuity was indicated by two sets of results.

3) Intermediary

Comics can serve as an intermediate step to difficult disciplines and concepts. Many language and art educators have used comics in this manner with tremendous success. Karl Koenke (in Yang 2003) suggests that comics can lead students toward the discipline of learning. Hutchinson's experiment found out that many teachers discovered comic strips to be particularly useful in special classes or for slow learning pupils in regular classes.

Versaci (in Yang 2003) found out that discussions on comics are generally livelier than those on classic novels. Through comics, Versaci encourages his students to think critically about the literary worth of books and the formation of the literary canon.

4) Popular

Comic is a popular reading for children. If we ask the students, whether they have read comic or not, most of them would say, "yes". It is very popular because comic has interesting story and full of colors. That is why children like it. By comics, students can learn about culture. Teachers can introduce popular culture into their classroom easily and effectively through comics. By incorporating popular culture into curriculum, teachers can bridge

the separation many students feel, between their live in and out of school.

According to Versaci (in Yang 2003), through comic books, teacher can lead their students in a study of “contemporary lifestyle, myths, and values”.

Comic has been spread out widely as the medium to entertain. The colored illustration, simple theme and plot, and the characterization will attract the person who read it. Amazingly, nearly everyone says yes if they are asked whether they have read comic. The wide spread of comic has interested the writer in using comic as a medium for teaching.

A teacher may use the potential of comic in motivating the students. The main role of comic book in teaching is its strength in motivating the students' interest. It is better to combine the use of comic with a particular method of teaching. Therefore, the use of comic as a medium of teaching is more effective. A teacher should help the students to find a good and enjoyable comic which is appropriate to the way the students think and the students' age. In addition, a teacher should help them get broader information and knowledge from the comic.

B. Relevant Studies

The effectiveness of using the teaching media in the teaching and learning process is believed and proved by some researchers. Sudarsih (2000) says in her research finding that the use of media in the research influences the process of learning English. Furthermore, she says that the students are more actively involved in learning English because they are interested in the media. Meanwhile, Royati (2007) in her research finding says that comic strips help the students to improve their writing skills. In line with this, comic strips can help students to improve their writing skills. Moreover, this research will find out the significance of comic strips as reference which gives useful information and evaluation about the use of comic strips in language learning and teaching program.

C. Conceptual Framework

Writing skill is very important in language learning. However, learning writing is not easy. The role of the teacher is very important in order to deliver the writing learning materials to their student. Furthermore, the media that is used by the teacher has a big role in the writing teaching and learning. The more the students engaged to the media, the more the students understand the materials.

A comic strip is one of the creative teaching media that can be used in teaching writing. The use of comic strips in writing is like a guided writing process. Comic strips offer ideas and sequence of events. Therefore, comic

strips helps the students to generate their ideas in writing, arrange the sentences, master vocabulary, and so on. Moreover, comic strips offer more attractive display and more engagement to the young learner. Since comic strips have an attractive display, they can improve the students' motivation in learning writing.

Based on the preliminary class observation in SMP N 2 Temon, the researcher found some problems in the process of teaching and learning, especially in writing. First, the researcher found that the students' writing ability is still low. They still have difficulties in generating idea on their writing. They also still made many mistakes in their writing. The common mistakes are their spelling, punctuation and sentence arrangements. The second problem is teaching media. Since SMP N 2 Temon lacks of facilities, the teacher is required to be creative in order to deliver their materials. The teacher should be able to use any sources to improve the students' learning achievements, especially in English writing.

Seeing the facts above, the researcher thought that the students and the teacher need a creative solution in their teaching and learning process. The researcher offers comic strips as teaching media in writing. Moreover, the researcher wants to know how effective the comic strips is in improving the students' writing skills in in the second grade of SMP N 2 Temon in the academic year of 2012/2013.

D. Hypothesis Formulation

As stated in the introduction, the aim of the research is to investigate whether or not there is a significant difference in the writing ability between the students who are taught by using comic strips and those who are not taught by using comic strips.

From the explanation above, hypothesis of the research can be formulated as follows:

There is a significant difference in the students' writing skills between those who are taught by using comic strips and those who are not taught by using comic strips.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research is classified as quasi-experimental study. The principle of quasi-experimental design is that if two groups are selected, one group is given a special treatment which is called the experimental group, while the other or the control group is not. The design can be illustrated as follows:

Table 1: Design of the Study

R/E	O ₁	X ₁	O ₂
R/C	O ₃	X ₂	O ₄

Where:

R/E	= experimental group
R/C	= control group
O ₁ and O ₃	= pretest
O ₂ and O ₄	= posttest
X ₁	= treatment (comic strips)
X ₂	= non comic strips media (conventional media)

B. Population and Sample

The population of the study was the students of Grade VIII at SMP Negeri 2 Temon in the academic year of 2012/2013 consisting of four classes: VIII A, VIIIB, VIII C, and VIII D. Each class consists of thirty one students. The following table presents the distribution of the population.

Table 2: Research Population

No.	Classes	Number of students
1	VIII A	31
2	VIII B	31
3	VIII C	31
4	VIII D	31
Total		124

From the population, the researcher took two classes as the samples, one as the control class and the other as the experimental class.

Table 3 : The distribution of the samples

No.	Classes	Number of students
1)	VIII B (the control class)	31
2)	VIII A (the experimental class)	31

In the teaching-learning process of writing in the experimental group (VIII A), the researcher used comic strips as a teaching media while in the control group, he did not use comic strips as teaching media.

C. Time and Place of the Research

This research was held in the 2nd semester of 2012-2013 academic years on 13 May – 1 June 2013 at SMP Negeri 2 Temon which is located in Karang Wuluh, Temon, Kulon Progo.

D. Research Variables

The researcher used an intact group design which consisted of two groups: experimental and control group. There were two variables: independent variable (the use of comic strips as teaching media to teach writing in comparison with non comic strips media, namely X) and dependent variable (students' writing ability achievement, namely Y).

The treatment of this research is the use of comic strips. It was applied in the experimental group. On other hand, another media was applied by the teacher in the control group. The teacher used other media in teaching learning process. The distribution of the treatment is presented as follows:

Table 4: The Distribution of the Treatment

No.	Group	Class	Treatment	Number of the students
1.	Experimental	VIII B	Comic Strips	31
2.	Control	VIII A	Non Comic Strips	31

The implementation of the comic strips was held in the experimental group. To check the students' achievement in every meeting, the researcher checked their writing at the end of each meeting.

There were three sections in each meeting: pre-teaching, main activities, and post-teaching. The pre-teaching activities began with greeting students, checking students' preparation, leading a prayer, and checking students' attendance.

Main activities that were chosen were Communicative Language Teaching method called Four-Stages Technique: Building Knowledge of Field (BKOF), Modelling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). In the BKOF stage, the students were stimulated to recall their experience about related topic. The next stage was MOT stage, they were given brief explanation about short functional text; recount. Then in the JCOT stage, they were asked to work on groups to do some exercise based on the topic. Last but not least, in the ICOT stage, they were asked to work individually to write short functional texts. The comic strips was applied in the whole stages or only parts of them based on the exercise given.

In post-teaching, the researcher checked students' understanding related to the topic. The researcher summarized the lesson and gave feedback to the students. Lastly, the lesson was ended by leading a prayer and saying goodbye.

The students of the experimental group were taught by using comic strips as media, while the students in the control group was taught by using non comic strips media. The teaching learning process in the experimental and control group was basicly the same. The difference was in the control group, the teacher did not use comic strips as the media.

E. Research Instrument

The instrument used in this study is a test of writing ability focusing on short functional texts. The test was made based on the course outline of the eighth grade of junior high school curriculum for the second semester. In developing the test, the researcher took the material from some references, such as an English book entitled *Scaffolding* written by Jaka Priyana and the internet.

F. The Validitiy and the Reliability of the Researcher Instrument

The validity and the reliability of the instruments were explained below:

1. The Validity of the Research Intruments

An instrument is considered valid if it is able to test what should be tested. It can explain the data from the variables which are accurately researched. Wiersma and Jurs (2009: 356) say that a valid instrument refers to the extent to which an instrument measures what is suppose to measure. There are two kinds of validity applied in this research. They are content validity and construct validity.

a. Content Validity

The writing ability test employed content validity. Based on Wiersma and Jurs (2005: 328), content validity is the process of how the test establishes the representativeness of the items in certain domain of the skills, tasks, knowledge, and other aspects that are being measured.

It means that the test was developed in reference to the competency standard and basic competency of Junior High School Year VIII of the 2nd Semester of English subject (Depdiknas, 2006: 287).

Table 5: Standard of Competency and the Basic Competency based on the School-Based Curriculum of Junior High School in the Grade VIII of the Second Semester of the English Subject.

Competence Standard	Basic Competence
<p>Writing</p> <p>6. The students should be able to express meaning on written functional texts and very short monologue in forms of descriptive and recount texts in order to interact with the nearest environment.</p>	<p>6.1.The students should be able to express meaning on short written functional text with various written language accurately, fluently, and acceptable in order to interact with the nearest environment.</p> <p>6.2.The students should be able to express meaning and rhetoric steps on short essay with various written language accurately, fluently, and acceptable in order to interact with the nearest environment in descriptive and recount text.</p>

The following tables are the blue print of the writing ability test that was used as a concept in making test.

Table 6: The Blueprint of the Writing Ability Test

Indicator	Aspect of writing
Recount	a. Grammar b. Vocabulary c. Mechanics d. Fluency e. Organization

b. Construct Validity

Wiersma and Jurs (2009: 358) state that construct validity refers to theoretical construct or trait being measured, but not to the technical construction of the test. This validity is used to examine whether the test has a consistent representation with theories underlying the material given or not. To fulfill the construct validity, the researcher constructed the instrument based on the blue print of the writing skills consisting of some specific indicators.

To score students' writing test, the researcher used scoring rubric adapted from Anderson (2003: 92). The categories for evaluating writing are presented the Table 7.

Table 7: Categories for Evaluating Writing

Categorization	Description	
Ideas and development	1	Weak development of topic
	2	Adequate development of topic; listing details
	3	Good development of topic
	4	Extensive development of topic; strong support of main idea in detail.
Organization	1	Not organized
	2	Sparsely organized; lack of sequence
	3	Fairly well organized; flow and sequence evident
	4	Completely organized, smooth flow with strong sequence
Vocabulary	1	Poor or inappropriate word choice
	2	Fair word choice; simple words
	3	Good word choice; meaning is clear
	4	Visual and imaginative word choice; appropriate use of vocabulary
Sentence structure	1	Poor, many errors
	2	Fair, choppy with variety
	3	Adequate, few errors and some varieties of lengths
	4	Excellent; no errors and variety of lengths
Capitalization and punctuation	1	Many error (over 10)
	2	Some errors (6-10)
	3	Very few errors (1-5)
	4	Error free
Spelling	1	Many error (over 10)
	2	Some errors (6-10)
	3	Very few errors (1-5)
	4	Error free

There are six aspects to be scored in students' writing ability: ideas and development, organization, vocabulary, sentence structure, capitalization and punctuation and spelling. The following table represents the assessment:

Table 8: Model of Scoring a Composition

No.	The Writing Aspects	The Maximum Score
1	Ideas and development	1-4
2	Organization	1-4
3	Vocabulary	1-4
4	Sentence structure	1-4
5	Capitalization and punctuation	1-4
6	Spelling	1-4
Total Score		6-24

2. The Reliability of the Research Instruments

A test is reliable if the same test is given to the same subjects or matched subjects in two different occasions. The test should yield similar result (Brown, 2004: 20). Wiersma and Jurs (2009: 355) state that reliability is the consistency of the instrument in measuring whatever it measures. It means if the instrument has a consistent result in the second chances or more, the instrument is reliable.

The formula used to measure the reliability was Pearson Product-Moment Correlation Formula (Tuckman, 1999: 275). The formula is presented as follows:

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

Notes:

- r = reliability coefficient
 X = first test score
 Y = second test score
 N = the number of subjects

In this research, the reliability of this instrument of the writing ability was done by using *inter-rater* reliability. According to Creswell (2008), inter-rater reliability involves two or more individuals of observed behavior. The observers record their scores of the behavior and then compare the scores to see if their scores are similar or different.

Wiersma and Jurs (2009: 335) state that the reliability coefficient rates on value 0 to 1.0. Basically, value 0 means there is no “true” component in the observe score. In other word, the observed score is error. In contrast, if the reliability is 1.0, it means there is no error; the observed score is true. The rate of value in the instrument reliability is presented in the following table:

Table 9: The Value of the Reliability Coefficient (Suharto, 2006: 84)

Reliability Coefficient	Reliability Category
0.800 up to 1.000	Very high
0.600 up to 0.799	High
0.400 up to 0.599	Fair
0.200 up to 0.399	Low
0.000 up to 0.199	Very low

G. Data Collection Procedure

The implementation of the research was done with the cooperation of the principal and the English teacher at SMP N 2 Temon. For the experimental group, the first instrument (pre-test) was conducted before the treatment is applied.

The treatment was ended by doing post-test in the last meeting. The same pre-test and post-test was delivered in the control group. The only one differed from the experimental group was the treatment used.

H. Technique of the Data Analysis

1. Descriptive Analysis

Descriptive analysis was employed the ideal mean value and ideal standard deviation value. Both of values are determined by using score-distribution in Table 10:

Table 10: Conversion Table

Class Interval	Category
21.0 – 23.9	Excelent
18.0 – 20.9	Very Good
15.0 – 17.9	Good
12.0 – 14.9	Fair
9.0 – 11.9	Poor
6.0 – 8.9	Very Poor

To decide students' achievement, Empirical Mean Value and SD ideal were used. The formula is presented as follows:

$$\bar{X}_i = \frac{X_h - X_l}{2}$$

Where:

X_i = empirical mean value

X_l = the lowest score

X_h = the highest score

While the formula of SD ideal will be decided by the following formula:

$$SD_i = \frac{\bar{X}_h - X_i}{3}$$

Where:

SD_i = standard deviation ideal

X_h = the highest score

X_i = empirical mean value

The formula of the computation of the mean according to Nurgiyantoro (2001: 361) is presented as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

X = mean

$\sum X$ = total score

N = the number of students

In addition, Nurgiyantoro (2001: 368) proposes the formula of standard of deviation which is presented below:

$$SD = \sqrt{\frac{\sum x^2}{N}}$$

Where:

SD = standard deviation

x^2 = squared deviation score

$\sum X$ = the sum of X

f = frequency

N = number of cases

2. Inferential Analysis

a. Test of Normality

This test is aimed at finding whether the distribution of the responses in the population meets the normal distribution requirement or not. It was gained from the scores of pre-test and post-test. To do the test, the researcher used One Sample Kolmogorov-Smirnov in the significance level: 0.05. SPSS version 16.0 of windows computer program was used to determine the level of significance.

b. Test of Homogeneity

This test is used to analyze whether the sample variance is homogenous or not. In this research study, the test of homogeneity was done by using SPSS version of windows computer program. The test can be said having homogenous variances if the level significance is more than 0.05.

c. Test of Hypothesis

The test of hypothesis is applied to find out whether the hypothesis is accepted or rejected. In order to test the hypothesis, the ANCOVA (Analysis of Covariance) is employed. The hypothesis accepted if the level of significance is lower than 0.05.

In doing the analysis of normality test, the homogeneity test, and the hypothesis testing, the researcher uses the IBM SPSS Statistics 21 computer program.

d. Test of Absolute Gain Score

To define whether the students who are taught using comic strips are significantly better than those who are not, the researcher employed absolute gain score. The score was obtained from mean score of post-test minus mean score of the pre-test.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter consists of three main sections, the descriptive analysis, the result of the inferential analysis, and the discussion of the findings. The descriptive analysis describes the scores of the writing ability of the students. The inferential analysis explains the pre testing and the discussion of the findings describes the result of the hypothesis testing.

A. Descriptive Analysis

The description analysis explains the scores of the writing ability of the students. There were two kinds of tests given, namely the pre-test (the test given before the treatment) and the post-test scores on the writing ability of the control and the experimental groups. The scores categorization was based on the ideal score. The highest score was 24 and the lowest score was 6. The ideal mean score (Mi) and ideal standard deviation (SDi) could be calculated using the formula as follows:

$$\text{Ideal Mean} = \frac{1}{2} (\text{highest} + \text{lowest}) = \frac{1}{2} (24+6) = \frac{1}{2} (30) = 15$$

$$\text{Ideal SD} = \frac{1}{3} (\text{highest} - \text{ideal mean})$$

$$= \frac{1}{3} (24-15)$$

$$= \frac{1}{3} (9)$$

$$= 3$$

The frequency distribution of the scores of the students' writing ability can be categorized into six levels, namely, excellent, very good, good, fair, poor and very poor. The distribution was calculated based on the Mi score and SDi as follows:

Table 11: Scale Category of Students' Test Scores

Class Interval	Category
21.0 – 23.9	Excelent
18.0 – 20.9	Very Good
15.0 – 17.9	Good
12.0 – 14.9	Fair
9.0 – 11.9	Poor
6.0 – 8.9	Very Poor

1. Experimental Group

In this case the data of experimental group consisted the pre-test scores, the post-test score, and the comparison of them. The data of the pre-test score and post-test score of the experimental group are explained as follows:

a. The Data of the Pre test Score of Experimental Group

The researcher calculated the scores by using IBM SPSS Statistics 21 for windows computer program. The result is the mean score was 11,00 with the standard deviation 1.15. The maximum score of the pre-test was 13.00 and the minimum score was 9.50. the result of the descriptive

statistics can be seen in the Table 12 and the print out analysis is in the Appendix 4.

Table 12: Descriptive Analysis of the Pre-test on the Experimental Group

Data	Pre-Test of the Experimental Group
Number of Cases	31
Mean	11.00
SD	1.15
Minimum Score	9.50
Maximum Score	13.00

Meanwhile, the score category of the Pre-test Score on the Experimental Group can be seen in Table 13.

Table 13: The Score Category of the Pre-test on the Experimental Group

No	Interval	F	Cumulative freq	Relative freq. (%)	Cumulative Freq (%)	Categorization
1	21.0 – 23.9	0	0	0.00	0.00	Excellent
2	18.0 – 20.9	0	0	0.00	0.00	Very Good
3	15.0 – 17.9	0	0	0.00	0.00	Good
4	12.0 – 14.9	6	6	19.35	19.35	Fair
5	9.0 – 11.9	25	31	80.65	100.00	Poor
6	6.0 – 8.9	0	31	0.00	100.00	Very Poor

Table 12 shows that there was no students classified into the very poor, good, very good and excellent category, 6 students (19.35%) was categorized into the fair category, 25 students (80.65%) were categorized

into the poor category. It can be concluded that most students were belonged to the poor category on the pre-test before they were given the treatment using comic-strips.

b. The Data of the Post-Test Scores of the Experimental Group

Based on the result of statistic calculation using IBM SPSS Statistics 21 windows computer program, it shown that the mean score was 11.00 with the standard deviation of 1.47. The maximum score for the post-test of experimental group was 18.00 and the minimum score was 12.00. The result of descriptive statistics can be seen in Table 14 and the print out of the analysis is in the Appendix 4.

Table 14: Descriptive Analysis of the Post-test of the Experimental Group

Data	Post-Test of the Experimental Group
Number of Cases	31
Mean	15.03
SD	1.55
Minimum Score	13.00
Maximum Score	18.00

Meanwhile, the score category of the Pre-test Score on the Experimental Group can be seen in Table 15.

Table 15: The Score Category of the Post-test on the Experimental Group

No	Interval	F	Cumulative freq	Relative freq. (%)	Cumulative Freq (%)	Categorization
1	21.0 – 23.9	0	0	0.00	0.00	Excellent
2	18.0 – 20.9	3	3	9.68	3.22	Very Good
3	15.0 – 17.9	15	18	48.38	58.06	Good
4	12.0 – 14.9	13	31	41.94	100.00	Fair
5	9.0 – 11.9	0	31	0.00	100.00	Poor
6	6.0 – 8.9	0	31	0.00	100.00	Very Poor

Table 15 explain that there was no students classified into the very poor, poor, and excellent categories, 3 student (9.68%) were categorized into the very good category, 15 (48.38%) students were categorized into the good category, and 13 (41.94%) students were categorized into the fair category. It can be concluded that most students belong to the good category.

c. Comparison between the Pre-Test and Post Scores of the Experimental Group

Table 16 explains the statistical data between the pre-test and the post-test score of the experimental group in writing ability. Based on Table 16, the mean value of the pre-test of experimental group was 11.00 which was classified into poor category. Meanwhile, the mean of the post-test was 15.03 which was classified into good category. The data show that the mean value of post-test was higher than that of pre-test score. It can be seen from the improvement of the scoring categorization from fair to very

good category. It means that the writing ability of the experimental class significantly improved after being treated using comic-strips.

Table 16: Statistical Data of the Pre-test and Post-test Score of the Experimental Group

Data	Pre-Test	Post-Test	Gain Score
Number of Cases	31	31	
Mean	11.00	15.03	4.03
SD	1.15	1.55	
Good Category of Frequency	0 %	58.06 %	58.06 %
Poor Category of Frequency	80.65 %	0.00 %	

In addition, the standard deviation (SD) for the pre-test was 1.15, and for the post-test was 1.55. It shows that the SD of the post-test was higher than that of the pre-test and still smaller than the ideal SD. Then, it can be interpreted that the students' writing ability of the experimental class based on the pre-test and post-test score was homogenous. Moreover, the mean gain score was 4.03 which was higher than ideal SD. It can also be interpreted that the students' writing ability of the experimental class based on gain score mean of pre-test and post-test increased significantly.

2. Control Group

In this case the data of control group consisted the pre-test scores, the post-test score, and the comparison between both of them. The data of

the pre-test score and post-test score of the control group are explained as follows:

a. The Data of the Pre-test Score of the Control Group

The researcher calculated the scores by using IBM SPSS Statistics 21 for windows computer program. The result is the mean score was 11.03 with the standard deviation 0.92. The maximum score of the pre-test was 10.00 and the minimum score was 13.00. The result of the descriptive statistics can be seen in Table 17 and the print out analysis is in the Appendix 4.

Table 17: Descriptive Analysis of the Pre-test on the Control Group

Data	Pre-Test of the Control Group
Number of Cases	31
Mean	11.03
SD	0.92
Minimum Score	10.00
Maximum Score	13.00

Meanwhile, the frequency distribution of the pre-test score on the control group is presented in Table 18.

Table 18: The Score Category of the Pre-test on the Control Group

No	Interval	F	Cumulative freq	Relative freq. (%)	Cumulative Freq (%)	Categorization
1	21.0 – 23.9	0	0	0.00	0.00	Excellent
2	18.0 – 20.9	0	0	0.00	0.00	Very Good
3	15.0 – 17.9	0	0	0.00	0.00	Good
4	12.0 – 14.9	9	9	29.03	29.03	Fair
5	9.0 – 11.9	22	31	70.97	100	Poor
6	6.0 – 8.9	0	0	0.00	100	Very Poor

Table 18 shows that there were no students classified into the excellent, very good, good, and the very poor category, 9 students (29.03%) were categorized into the fair category, and 22 students (70.97%) were categorized into the poor category. It can be concluded that all of the students belong to poor category on the pre-test.

b. The Data of the Post-Test Scores of the Control Group

Based on the result of statistic calculation using IBM SPSS Statistics 21 windows computer program, it showed that the mean score was 12.60 with the standard deviation of 0.94. The maximum score for the post-test of experimental group was 14.00 and the minimum score was 11.50. The result of descriptive statistics can be seen in Table 19 and the print out of the analysis in the Appendix 4.

Table 19: Descriptive Analysis of the Post-test of the Control Group

Data	Post-Test of the Control Group
Number of Cases	31
Mean	12.60
SD	0.94
Minimum Score	11.50
Maximum Score	14.00

Meanwhile, the score category of the Post-test Score on the Experimental Group can be seen in Table 20.

Table 20: The Score Category of the Post-test on the Control Group

No	Interval	F	Cumulative freq	Relative freq. (%)	Cumulative Freq (%)	Categorization
1	21.0 – 23.9	0	0	0.00	0.00	Excellent
2	18.0 – 20.9	0	0	0.00	0.00	Very Good
3	15.0 – 17.9	0	0	0.00	0.00	Good
4	12.0 – 14.9	21	21	67.74	67.74	Fair
5	9.0 – 11.9	10	31	32.26	100	Poor
6	6.0 – 8.9	0	31	0.00	100	Very Poor

Table 20 explain that there were no students classified into the very poor, good, very good, and the excellent categories. There were 21 students (67.74 %) categorized into the fair category, and 10 students (32.26 %) were categorized into the poor category. It can be concluded that most students belong to the fair category on post-test after they were taught without using comic strips media.

c. Comparison between the Pre-Test and Post-Test Scores of the Control Group

Table 21 explains the statistical data of the pre-test and the post-test score of the control group in writing ability. Based on Table 20, the mean value of the pre-test of control group was 11.03 which was classified into poor category. Meanwhile, the mean of the post-test was 12.60 which was classified into fair category. The data show that the mean score of post-test was higher than that of pre-test score. It can be seen from the improvement of the scoring categorization from poor to fair category. It means that the writing ability of the control class improved after being treated using conventional media.

Table 21: Statistical Data of the Pre-test and Post-test Score of the Control Group

Data	Pre-Test	Post-Test	Gain Score
Number of Cases	31	31	
Mean	11.03	12.60	1.57
SD	0.92	0.94	
Fair Category of Frequency	29.03%	67.74 %	38.71%
Poor Category of Frequency	70.97%	32.26%	

In addition, the standard deviation (SD) for the pre-test was 0.92, post-test was 0.94. It shows that the SD of the post-test was higher than that the pre-test and still smaller than the ideal SD. Then, it can be

intepreted that the students' writing ability of the experimental class based on the pre-test and post-test score was homogenous. Moreover, the mean gain score was 1.57. It can also be interpreted that the students' writing ability of the experimental class based on gain score mean of pre-test and post-test was increase even though the mean gain score still lower than the ideal SD.

B. Inferential Analysis

The inferential analysis describes pre-testing analysis and hypothesis testing that are presented as follows.

1. Pre-testing Analysis

The pre-testing analysis was applied before the researcher conducted the hypothesis testing. It consists of two tests. They are the normality and the homogeneity tests. Normality test was conducted to test whether the data show the normal distribution or not, and the homogeneity test was conducted to test whether the samples' variance is homogeneous or not. The results are presented as follows:

a. Normality Test

The Normality test was conducted to find whether the data of the scores show the normal distribution. In this case One Sample-Kormogorov Smirnov was employed. The distribution is considered normal if the probability value (p value) is greater than 0.05. In contrast, if it is lower than 0.05, the data are considered to

deviate from normal. The following Table presents the result of the normality test of the students' writing ability.

Table 22: The Result of the Normality test of Writing Ability

Variables	p Values	α	Interpretation
Writing Test (Pre-test Experimental)	0.131	0.05	Test distribution is normal
Writing Test (Post-test Experimental)	0.235	0.05	Test distribution is normal
Writing Test (Pre-test Control)	0.206	0.05	Test distribution is normal
Writing Test (Post-test Control)	0.167	0.05	Test distribution is normal

Based on Table 22, the results are presented as follows:

- 1). The p value or the pre-test for the experimental group (0.131) was greater than α (0.05). it means that the data of the pre-test of the experimental group had a normal distribution.
- 2). The p value or the post-test for the experimental group (0.235) was greater than α (0.05). It means that the data of the pre-test of the experimental group had a normal distribution.
- 3). The p value or the pre-test for the control group (0.206) was greater than α (0.05). It means that the data of the pre-test of the control group had a normal distribution.
- 4). The p value or the post-test for the control group (0.167) was greater than α (0.05). It means that the data of the post-test of the control group had a normal distribution.

The scores of the pre-test and post-test in both experimental and control group were greater than the significant level of 0.05. It means that the data distribution of the students' writing ability were normal.

b. Homogeneity Test

Homogeneity test is used to find whether the sample variance is homogenous or not. In this case, the *Lavene-Test* of One Way ANOVA computer program of IBM SPSS Statistics 21 for window was employed on writing ability data for pre-test and post-test. The data can be considered homogenous if the significant value is greater than the significant level 0.05. The results are presented in Table 23, while the complete data is in Appendix 4.

Table 23: Homogeneity Test in Pre-test

	Levene Statistic	df1	df2	Sig.	Interpretation
Writing Ability	.539	1	60	0.466	Homogeneous

Table 23 shows that the significant value (*Sig.*) of the pre-test (0.466) was greater than 0.05. It means that the sample of variance was homogeneous.

Table 24: Homogeneity Test in Post-test

	Levene Statistic	df1	df2	Sig.	Interpretation
Writing Ability	2.989	1	60	0.089	Homogeneous

Table 24 shows that the significant value (*Sig.*) of the post-test (0.089) was greater than 0.05. It means that the sample of variance was homogeneous.

2. Hypothesis Testing

The hypothesis testing was used to find whether there was a significant difference on writing ability between the students who were taught using comic strips and those who were taught without using comic strips. First, the hypothesis must be changed to the null hypothesis (H_0). Therefore, the null hypothesis (H_0) is “There is no significant difference in English writing ability between students who are taught using comic strips and those who are not”.

In this research, the researcher analyzed the hypothesis and the data by using IBM SPSS 21. In this case, he employed ANCOVA (Analysis of Covariance) since the score of both pre test and post test are different. Therefore, the pre-test mean scores needed to be controlled and the score of the mean that would be expected or predicted must be found. The pre-test was then employed as the covariate.

In hypothesis testing, if the value of the level of significance is lower than 0.05, the hypothesis is theoretically accepted. The result of the complete computation of the ANCOVA test is enclosed in Appendix 4. Table 25 displays the test result.

Table 25: The result of ANCOVA on Students' Writing Skills taught by comic strips and those taught without using comic strips.

Sources	Sum of squares	df	Mean Square	F	Sig.
Adjusted Treatment (AT)	93.409	1	93.409	74.000	0.000
Residual within (res _w)	74.475	59	1.262	-	-
Total residual	12.022,750	62	-	-	-

The adjusted means of the post test of each class after given treatments are:

Classes	Means
Control	12.587
Experimental	15.042

Regarding the result shown in Table 25, it can be identified that the level of significance was 0.00 and it was less than 0.05. Since the level of significance was less than 0.05, the null hypothesis (H_0) is rejected. It means that the use of comic strips materials shows a significant difference on the students' writing skills which can be seen from the result of the students' post test after controlling the

students' pre test scores or the covariate score. In other words, it also states that the use of comic strips has an influence to the students writing skills.

Since this research involves the different scores of the pre test and the score of post test of both groups, the adjusted mean after the treatment must be found. Based on the complete computation on the result of ANCOVA in Appendix, it is found that the adjusted mean for the control class is 12.587 which is lower than its post test mean score (i.e. $12.587 < 12.597$) and the adjustment mean for the experimental class is 15.042 which is higher than its post test mean score (i.e. $15.042 > 15.032$). The point is that the adjusted mean score of the experimental class is higher than that of control class (i.e. $15.042 > 12.587$) which means that the use of comic strips indeed influences the students' writing skills and the relationship between them is linear or the use of comic strips gives a positive influence on students' writing skills. Therefore, the null hypothesis is rejected.

C. Discussion

Regarding to the research that was done in SMP N 2 Temon in class A and class B, it was found that there is significant difference in the writing ability between students who are taught by using comic strips and those who are not taught by using comic strips. The absolute gained scores of the mean and standard deviation of both classes emphasize on the significant difference of the students' writing ability.

The data found on the post-test showed that mean score of experimental group on writing ability was 15.03 and the mean score of the control group was

12.60. It means that the mean of the experimental group taught by using comic strips was higher than those of the control group taught by using conventional media. It can be interpreted that the use of comic strips is effective and it can be seen from the improvement gained by the experimental group. Based on the calculation on the normality test, the frequency distribution shows that in the post test of experimental group there was no students classified into the very poor, poor, and excellent categories, 3 student (9.68%) were categorized into the very good category, 15 (48.38%) students were categorized into the good category, and 13 (41.94%) students were categorized into the fair category. Meanwhile, based on the scores of the control group, there were no students classified into the very poor, good, very good, and the excellent categories. There were 21 students (67.74 %) categorized into the fair category, and 10 students (32.26 %) were categorized into the poor category. Based on the comparison of both groups, can be conclude that the students' writing scores that were taught by using comic strips were higher than those who were not.

Then, from the gained test score, the absolute gain score of the mean of the experimental group was 4.03 and the mean of the control group was 1.57. It means that the mean of experimental group was higher than that of score of mean control group. In conclusion, based on the absolute gain score of mean from both groups, teaching writing using comic strips was more effective than that of without using comic strips.

Based on the satatistics calculation of Lavene-Independent Samples of ANCOVA using IBM SPSS 21 for computer program, the result of Sig. (2-tailed)

shows that the significant value of the group was 0.000. It was less than the significance level of 0.05. So that, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

In conclusion, the use of comic strips as a technique in the teaching and learning process of writing can make a significant improvement on the students' score. It could be stated that comic strips can be used to solve the students' writing problem and it can increase the students' writing ability. The hypothesis says that "There is a significant difference in writing ability between students who are taught using comic strips and those who are taught by a conventional media" is accepted.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTIONS

This chapter is divided into three main sections; conclusion, implication and suggestions from the research findings. Those sections are presented as follows.

A. Conclusions

The conclusion of this research study is supported by three findings. They answer the problem formulation in Chapter I.

Firstly, the pre-test result of the experimental class reveals that the mean score was 11.00 which was in poor category. Meanwhile, the post-test result shows that the mean score was 15.03 which belonged to good category. It can be concluded that the students' writing ability of the experimental group improved significantly from the mean score 11.00 to 15.03. It improved 4.03 point and it was higher than the ideal SD. It means that the use of comic strips gives much better result than non comic strips media to improve the students writing skills.

Secondly, the pre-test result of the control class illustrates that the mean was 11.03 which is in poor category. Meanwhile, the mean score for the post-test was 12.60 which was in fair category. It can be concluded that the students' writing ability of the control group improved from the mean score 11.03 to 12.60. It slightly improved 1.57 point and it was a half of ideal SD. It means that the use of non comic strips media gives good result in improving the students writing skills.

Thirdly, the post-test result notes that the mean score of the experimental class was higher than that of the control class. The mean score of experimental group in the post-test was 15.03 while that of control group was 12.60. It means that in teaching writing, students who were taught by using comic strips had higher scores than those who were not.

Based on the findings of the research, it can be concluded that there is a significant difference between the writing ability of the eighth grade students of SMP N 2 Temon taught by using comic strips and those who were not taught by using comic strips. It can be seen in Table 24. It shows that the value of significance was 0.00 and it was less than 0.05. Therefore, the hypothesis which says: "There is a significant difference in the writing ability between students who are taught by using comic strips and those who are taught by using traditional or conventional media" is accepted.

B. Implication

Based on the research findings, it can be implied that the use of comic strips as a media in teaching writing can be an alternative solution to solve the students' difficulty in writing. It strengthens the theories of teaching writing that suitable media need to be used in the teaching learning of writing regarding with students' writing problem.

In addition, this research implies that comic strips can be used to improve the students' writing ability. It is proven with the students' score before and after

the treatment. Therefore, the use of comic strips as a media can be considered effective to be chosen by English teachers in the teaching-learning of writing.

C. Suggestions

Based on the conclusion and the implication of the research, the researcher proposes some suggestions for the following parties: teachers, students, and other researchers.

1. English Teachers

In teaching and learning of writing, an English teacher needs to be selective in applying an appropriate media which improves motivation and fun atmosphere for students. The media chosen has to overcome students' difficulty in writing and build students' writing ability. In this case, comic strips can be used as an alternative media to motivate, stimulate and improve students' writing ability.

2. Students of English Language Education Department

It is expected that the students of English Education Department to enrich their knowledge about the use of comic strips as a fun teaching technique in teaching learning process of writing. They are motivated to learn other various media in teaching learning process of writing.

3. Other Researchers

This research is only aimed at finding the significance of comic strips on the teaching-learning process of writing. It needs an outgoing research in the form of an action research study as an effort to improve students' writing ability.

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APPENDICES

RESEARCH INSTRUMENTS

VALIDITY AND RELIABILITY RESEARCH INSTRUMENTS

Pre Test Experimental Class

Correlations		RATER1	RATER2
RATER1	Pearson Correlation	1	,287
	Sig. (2-tailed)		,118
	Sum of Squares and Cross-products	77,871	17,129
	Covariance	2,596	,571
	N	31	31
RATER2	Pearson Correlation	,287	1
	Sig. (2-tailed)	,118	
	Sum of Squares and Cross-products	17,129	45,871
	Covariance	,571	1,529
	N	31	31

Post Test Experimental Class

Correlations		RATER1	RATER2
RATER1	Pearson Correlation	1	,309
	Sig. (2-tailed)		,091
	Sum of Squares and Cross-products	176,774	29,581
	Covariance	5,892	,986
	N	31	31
RATER2	Pearson Correlation	,309	1
	Sig. (2-tailed)	,091	
	Sum of Squares and Cross-products	29,581	51,935
	Covariance	,986	1,731
	N	31	31

Pre Test Control Class

Correlations		RATER1	RATER2
RATER1	Pearson Correlation	1	,336
	Sig. (2-tailed)		,065
	Sum of Squares and Cross-products	66,710	14,387
	Covariance	2,224	,480
	N	31	31
RATER2	Pearson Correlation	,336	1
	Sig. (2-tailed)	,065	
	Sum of Squares and Cross-products	14,387	27,484
	Covariance	,480	,916
	N	31	31

Post Test Control Class

Correlations		RATER1	RATER2
RATER1	Pearson Correlation	1	,315
	Sig. (2-tailed)		,084
	Sum of Squares and Cross-products	44,387	12,581
	Covariance	1,480	,419
	N	31	31
RATER2	Pearson Correlation	,315	1
	Sig. (2-tailed)	,084	
	Sum of Squares and Cross-products	12,581	35,871
	Covariance	,419	1,196
	N	31	31

LESSON PLANS AND LEARNING MATERIALS

Treatment Class**LESSON PLAN I**

School	: SMP N 2 Temon
Subject	: English
Grade / Semester	: VIII / II
Text Type	: Recount text
Skill	: Writing
Time Allocation	: 2 x 40 minutes
Theme	: My Holiday in Mount Bromo

A. Standard of Competences :

6. The students should be able to express meaning on written functional texts and very short monologue in forms of descriptive and recount texts in order to interact with the nearest environment.

B. Basic Competency :

- 6.6. The students should be able to express meaning on short written functional text with various written language accurately, fluently, and acceptable in order to interact with the nearest environment.
- 6.7. The students should be able to express meaning and rhetoric steps on short essay with various written language accurately, fluently, and acceptable in order to interact with the nearest environment in descriptive and recount text.

C. Learning Objectives

In the end of the lesson, the students are able to make a short recount text in daily life.

D. Indicators

1. Students are able to identify the characteristics of recount text.
2. Students are able to use appropriate tense and recount text generic structure.
3. Students are able to make a short recount text based on the comic strip.

E. Materials

Recount text tells 'what happened'. The purpose of the text is to document a series of events and evaluate their significance in some way. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling.

The text recount is organized to include:

- ☒ an Introduction paragraph providing background information needed to understand the text, for example, who was involved, where it happened, when it happened
- ☒ Body paragraph usually recounted in a chronological order
- ☒ Ending paragraph/personal comments on the incident

Input text:

My Holiday at Mount Bromo

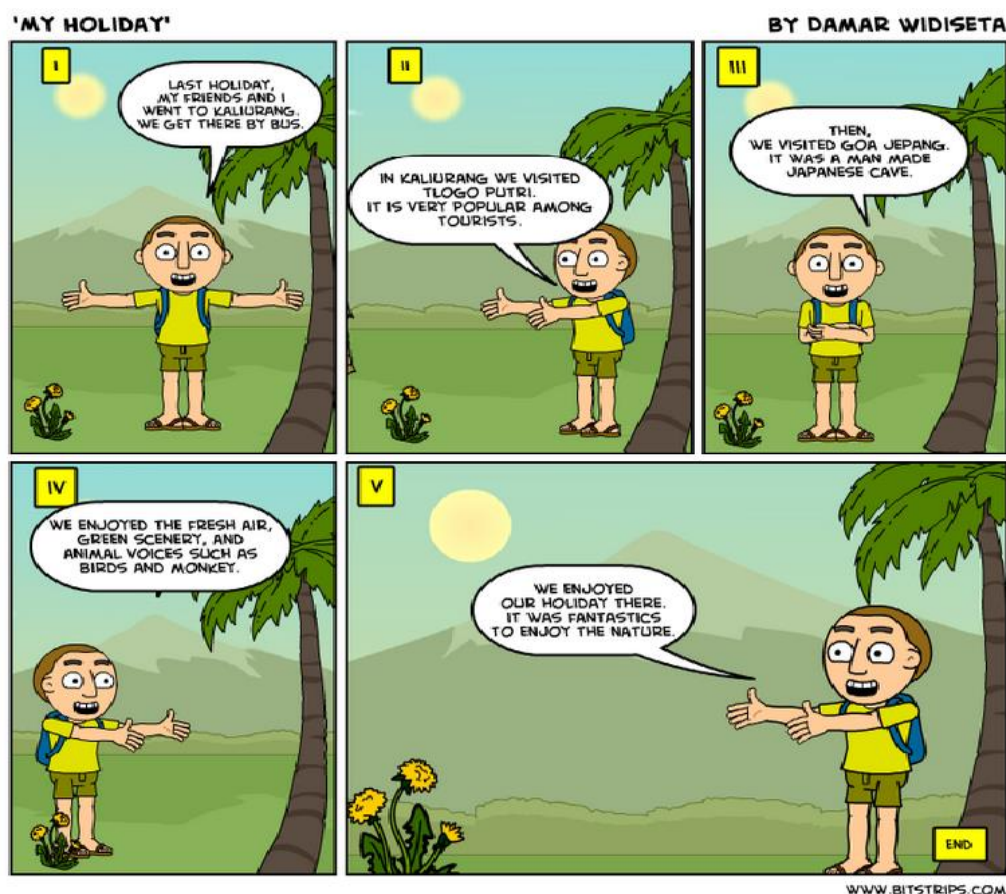
Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

(Adapted from: www.andrewseaton.com; Joko Priyana, 2008: 68)

COMIC STRIPS



F. Method/ Technique: Genre-Based Technique

- 1) BKOF (Building Knowledge of Field)
- 2) MOT (Modelling and Deconstruction of Text)
- 3) JCOT (Joint Construction of Text)

- 4) ICOT (Independent Construction of Text)

G. Teaching and Learning Activities

1. Opening Activities

- a. The teacher greets the students
- b. Students respond to the teachers' greeting.
- c. The leader of the class leads a prayer.
- d. The teacher checks students' attendance
- e. Students listen to the information of material that will be explained by the teacher.

2. Main Activities

(See Appendix I for Treatment Class)

a. BKO(See Task I)

1. The teacher shows some pictures of mountains.
2. Students answer the questions based on their experience orally.

b. MOT(See Task II – Task IV)

1. The teacher gives an example of recount text of “My Holiday at Bromo Mountain” to the students.
2. Students recognize the generic structures of recount text “My Holiday at Bromo Mountain”.
3. Students recognize the language features of recount text “My Holiday at Bromo Mountain”.
4. Students identify the purpose of a recount text of “My Holiday at Bromo Mountain”.

c. JCOT(See Task V)

1. Students recognize the comic strips in groups.
2. Students write a simple recount text based on the comic strips.

d. ICOT(See Task VI)

1. Students write a simple recount text individually.

3. Closing Activities

- a. The teacher and students make conclusion from the material given today.
- b. The teacher gives feedback from today's discussion.
- c. The teacher informs the materials that will be discussed in the next meeting.
- d. Students end the lesson with a prayer.

H. Sources :

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I. Evaluation

1. Techniques : written text
2. Model : semi-guided writing
3. Rubric : (*See Table 7*)

Teacher,

Drs. Dwiyanto
NIP. 19630728 198903 1 009

Temon, May 2013
Researcher,

Damar Widiseta
NIM. 07202244050

LEARNING MATERIALS

Main topic: My Holiday at Mount Bromo
Focus on Writing

TASK I

Answer the following questions. Share your answer with your classmates in groups of four.



1. Can you figure out the picture above?
2. Where is these mountain located?
3. Why is these mountain so popular?

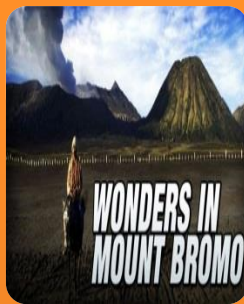


LESSON PROPER

TASK II

What do you know about the Mountain? Read and study the text below. Then, answer the following questions.

My Holiday at Mount Bromo



Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Introduction
Paragraph

Body
Paragraph

Ending
Paragraph

(Adapted from: www.andrewseaton.com; Joko Priyana, 2008: 68)

Questions

1. What is the topic of the text above?
2. Where did the writer go last week?
3. Where did he stay?

4. What did he do in the morning?
5. How did he feel when he rode on horseback?
6. Where did the writer and his friend go before they got home?
7. What did the writer think about his holiday?

TASK III

Study the following explanation with your partner.

The text about My Holiday is a recount text. It tells 'what happened'.

The purpose of the text is to document a series of events and evaluate their significance in some way. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling.

The text recount is organized to include:

- ☒ an Introduction paragraph providing background information needed to understand the text, for example, who was involved, where it happened, when it happened
- ☒ Body paragraph usually recounted in a chronological order
- ☒ Ending paragraph/personal comments on the incident

TASK IV

Study the note card bellow with your friend.

Beginning	Middle	End
topic	places, participants, activities, etc.	expressions/emotions
holiday	Mount Bromo, I, rode horseback	happy, tired

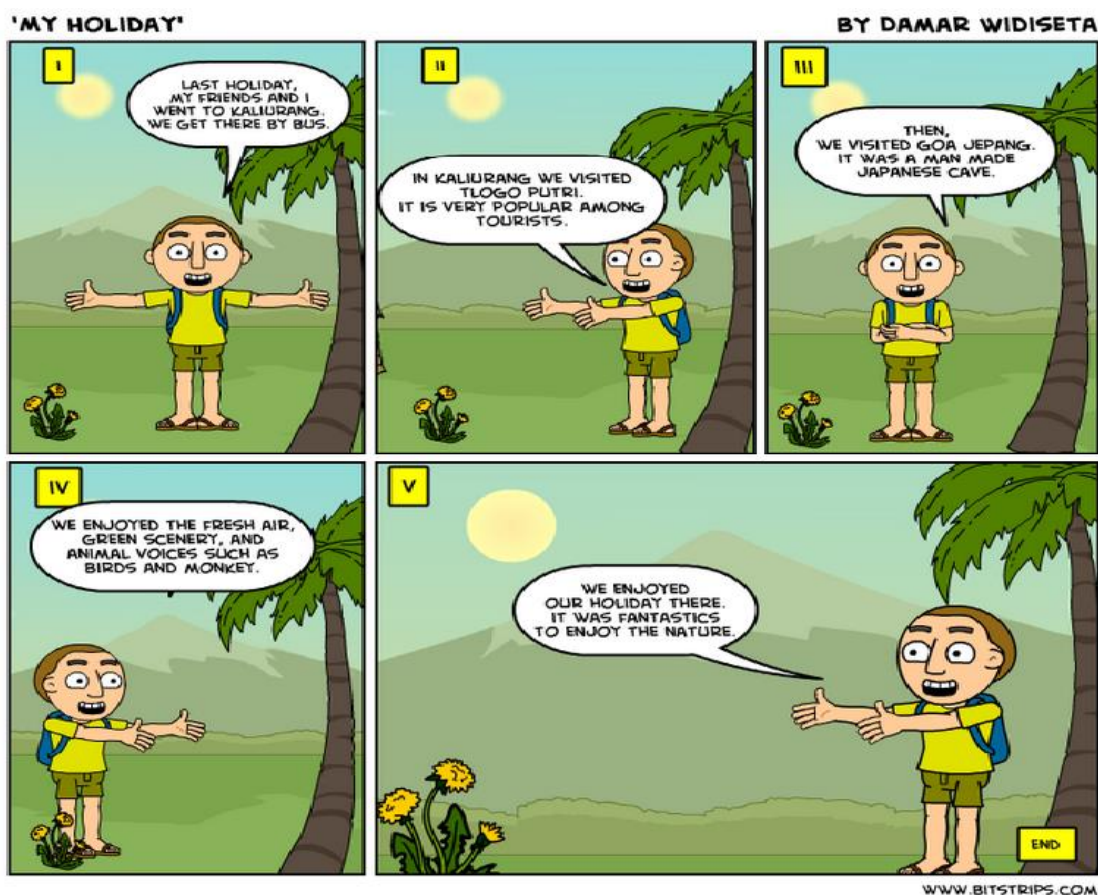
WORKSHEETS



DISCUSSION TIME

TASK V

Make your recount!



DO IT BY YOURSELF

TASK VI

Write a recount text of your own. Think about a memorable event in your life. For example: my holiday. Remember these points when telling.

- ☒ Begin the story by telling when and where it happened as well as who participated.
- ☒ Write the events in the order they happened.
- ☒ End your story.

Treatment Class**LESSON PLAN II**

School	: SMP N 2 Temon
Subject	: English
Grade / Semester	: VIII / II
Text Type	: Recount text
Skill	: Writing
Time Allocation	: 40 minutes
Theme	: Holiday in Bandung, West Java

A. Standard of Competences :

6. The students should be able to express meaning on written functional texts and very short monologue in forms of descriptive and recount texts in order to interact with the nearest environment.

B. Basic Competency :

- 6.6. The students should be able to express meaning on short written functional text with various written language accurately, fluently, and acceptable in order to interact with the nearest environment.
- 6.7. The students should be able to express meaning and rhetoric steps on short essay with various written language accurately, fluently, and acceptable in order to interact with the nearest environment in descriptive and recount text.

C. Learning Objectives

In the end of the lesson, the students are able to make a short recount text in daily life.

D. Indicators

1. Students are able to identify the characteristics of recount text.
2. Students are able to use appropriate tense and recount text generic structure.
3. Students are able to make a short recount text based on the comic strip.

E. Materials

Recount text tells 'what happened'. The purpose of the text is to document a series of events and evaluate their significance in some way. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling.

The text recount is organized to include:

- ☒ an Introduction paragraph providing background information needed to understand the text, for example, who was involved, where it happened, when it happened
- ☒ Body paragraph usually recounted in a chronological order
- ☒ Ending paragraph/personal comments on the incident

Common grammatical features of a recount include:

- ☒ Use of nouns and pronouns to identify people, animals or things involved
- ☒ Use of past tense to retell the events
- ☒ Use of conjunctions and time connectives to sequence the events

☒ Use of adverbs and adverbial phrases to indicate place and time

Input text:

Denpasar, 19 Agustus 2007

Hi, Putri, how are you? I hope you are fine.

By the way, I want to tell you about my holiday. Last month, I **1)went** to Bandung. I was so happy because it was my first time to visit the place. There are many interesting places to visit.

First, I **2)** ... Tangkuban Perahu. The place is just wonderful. After that, I went to dago street. I **3)** ... some t-shirts there. Then, I went to Cibaduyut. I bought many things like shoes, dolls, and some souvenirs. I also did not forget to buy 'peuyeum'. Bandung is **4)** ... for its 'peuyeum'. Finnaly, I went to café nearby to have lunch. I **5)** ... three days in Bandung and that was really fun.

Anyway, I will write to you again next time. Write to me also as soon as you can. Bye.

Sincerely,
Ketut Tantri

(Taken from: Joko Priyana, 2008: 71)

COMIC STRIPS

'ONE DAY IN YOGYAKARTA'

BY DAMAR WIDISETA



WWW.BITSTRIPS.COM

F. Method/ Technique:Genre-Based Technique

- 1) BKOF (Building Knowledge of Field)
- 2) MOT (Modelling and Deconstruction of Text)
- 3) JCOT (Joint Construction of Text)
- 4) ICOT (Independent Construction of Text)

G. Teaching and Learning Activities**1. Opening Activities**

- a. The teacher greets the students
- b. Students respond to the teachers' greeting.
- c. The leader of the class leads a prayer.
- d. The teacher checks students' attendance
- e. Students listen to the information of material that will be explained by the teacher.

2. Main Activities*(See Appendix 2 for Treatment Class)***a. BKOF***(See Task I)*

1. The teacher shows some pictures of interesting places in Bandung.
2. Students answer the questions based on their experience orally.

b. MOT(*See Task II – Task IV*)

1. The teacher gives an example of recount text of “Ketut Tantri’s Letter” to the students.
2. Students recognize the generic structures of recount text “Ketut Tantri’s Letter”.
3. Students recognize the language features of recount text “Ketut Tantri’s Letter”.
4. Students identify the purpose of a recount text of “Ketut Tantri’s Letter”.

c. JCOT(*See Task V*)

1. Students recognize the comic strips in groups.
2. Students write a simple recount text based on the comic strips.

d. ICOT(*See Task VI*)

1. Students write a simple recount text individually.

3. Closing Activities

- a. The teacher and students make conclusion from the material given today.
- b. The teacher gives feedback from today’s discussion.
- c. The teacher informs the materials that will be discussed in the next meeting.
- d. Students end the lesson with a prayer.

H. Sources :

- Priyana, Joko ... [et.al.]. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.
- Widiati, Utami ... [et.al.]. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama / Madrasah Tsanawiyah Kelas VIII Edisi IV*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.
- Wardiman, Artono ... [et.al.]. 2008. *English in Focus 2; for Grade VIII Junior High School (SMP/MTs); First Edition*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.

I. Evaluation

1. Techniques : written text
2. Model : semi-guided writing
3. Rubric : (See Table 7)

Teacher,

Temon, May 2013
Researcher,

Drs. Dwiyanto
NIP. 19630728 198903 1 009

Damar Widiseta
NIM. 07202244050

LEARNING MATERIALS

Main topic: Holiday in Bandung, Paris van Java
Focus on Writing

TASK I

Answer the following questions. Share your answer with your classmates in groups of four.



1. Can you figure out the picture above?
2. Where is these building located?
3. Why is these building so popular?



LESSON PROPER

TASK II

Complete the letter with the suitable words in the box. Change the forms if necessary. Look at the example!

go

visit

buy

spend

famous

Denpasar, 19 Agustus 2007

Hi, Putri, how are you? I hope you are fine.

By the way, I want to tell you about my holiday. Last month, I **1)** *went* to Bandung. I was so happy because it was my first time to visit the place. There are many interesting places to visit.

First, I **2)** ... Tangkuban Perahu. The place is just wonderful. After that, I went to dago street. I **3)** ... some t-shirts there. Then, I went to Cibaduyut. I bought many things like shoes, dolls, and some souvenirs. I also did not forget to buy 'peuyeum'. Bandung is **4)** ... for its 'peuyeum'. Finally, I went to café nearby to have lunch. I **5)** ... three days in Bandung and that was really fun.

Anyway, I will write to you again next time. Write to me also as soon as you can. Bye.

Sincerely,
Ketut Tantri

Introduction
Paragraph

Body
Paragraph

Ending
Paragraph

(Taken from: JokoPriyana, 2008: 71)

Questions

1. Whom did Ketut Tantri write the letter to?
2. When did Ketut Tantri spend her holiday?
3. What was Ketut Tantri's first destination in Bandung?
4. Where did Ketut Tantri go after she visited Dago Street?

5. How many days did Ketut Tantri spend in Bandung?
6. Where does Ketut Tantri live?

TASK III

Study the following explanation with your partner.

The text about My Holiday is a recount text. It tells 'what happened'. The purpose of the text is to document a series of events and evaluate their significance in some way. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling.

The text recount is organized to include:

- ☒ an Introduction paragraph providing background information needed to understand the text, for example, who was involved, where it happened, when it happened
- ☒ Body paragraph usually recounted in a chronological order
- ☒ Ending paragraph/personal comments on the incident

Common grammatical features of a recount include:

- ☒ Use of nouns and pronouns to identify people, animals or things involved
- ☒ Use of past tense to retell the events
- ☒ Use of conjunctions and time connectives to sequence the events
- ☒ Use of adverbs and adverbial phrases to indicate place and time

TASK IV

Study the note card below with your friend.

Beginning	Middle	End
topic	places, participants, activities, etc.	expressions/emotions
Bandung	Ketut Tantri, Tangkuban Perahu, Dago, Cibaduyut	fun

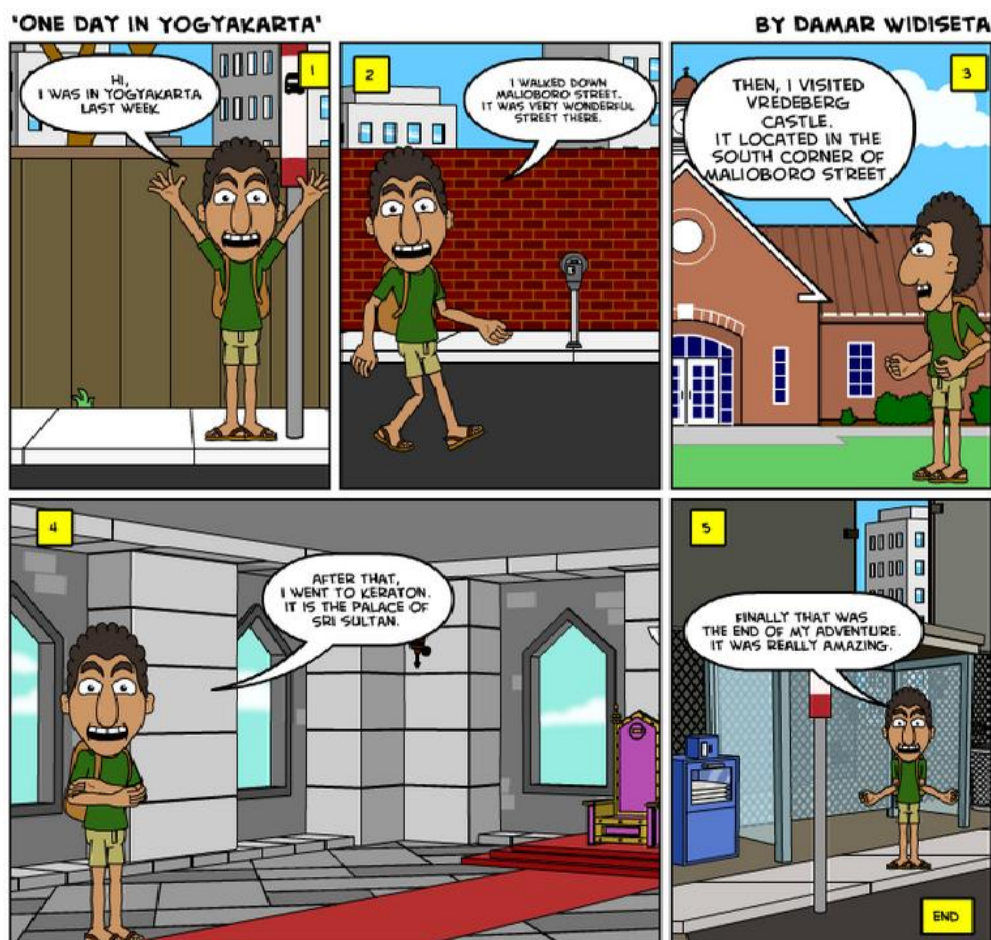
WORKSHEETS



DISCUSSION TIME

TASK V

Make your recount!



WWW.BITSTRIPS.COM



DO IT BY YOURSELF

TASK VI

Write a recount text of your own. Think about a memorable trip in your life. Remember these points when telling.

- ☒ Begin the story by telling when and where it happened as well as who participated.
- ☒ Write the events in the order they happened.
- ☒ End your story.

Treatment Class**LESSON PLAN III**

School	: SMP N 2 Temon
Subject	: English
Grade / Semester	: VIII / II
Text Type	: Recount text
Skill	: Writing
Time Allocation	: 40 minutes
Theme	: My Day Off

A. Standard of Competences :

6. The students should be able to express meaning on written functional texts and very short monologue in forms of descriptive and recount texts in order to interact with the nearest environment.

B. Basic Competency :

- 6.6. The students should be able to express meaning on short written functional text with various written language accurately, fluently, and acceptable in order to interact with the nearest environment.
- 6.7. The students should be able to express meaning and rhetoric steps on short essay with various written language accurately, fluently, and acceptable in order to interact with the nearest environment in descriptive and recount text.

C. Learning Objectives

In the end of the lesson, the students are able to make a short recount text in daily life.

D. Indicators

1. Students are able to identify the characteristics of recount text.
2. Students are able to use appropriate tense and recount text generic structure.
3. Students are able to make a short recount text based on the comic strip.

E. Materials

Simple Past Tense:

Simple past tense is used to express something that happened in the past.

Here is the pattern.

S + Past Tense (Verb 2)

Examples:

I went to the zoo yesterday.

S V2

I visited Lake Toba last week.

S V2

Input text:

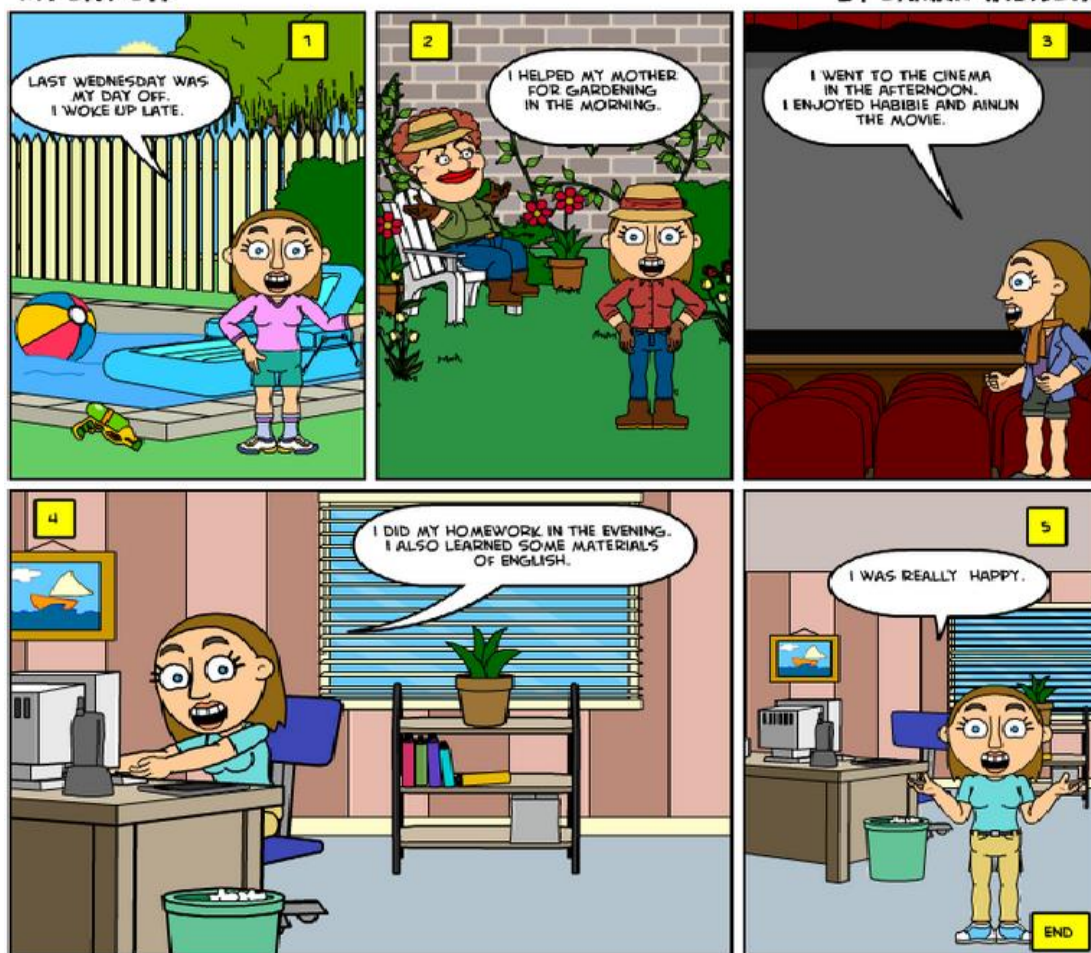
Shirley's Day Off

Shirley enjoyed her day off yesterday. She(1)..... up late,(2)..... jogging in the park,(3)..... a long shower, and(4)..... a big breakfast. In the afternoon, she(5)..... a movie with her sister. Then, she(6)..... groceries at the supermarket, and she(7)..... a big dinner for her parents. After dinner, Shirley and her parents(8)..... in the living room and talked. Shirley had a very nice day off yesterday.

(Taken from: Utami Widiati, 2008: 23)

COMIC STRIPS

'MY DAY OFF'



WWW.BITSTRIPS.COM

F. Method/ Technique: Genre-Based Technique

- 1) BKOF (Building Knowledge of Field)
- 2) MOT (Modelling and Deconstruction of Text)
- 3) JCOT (Joint Construction of Text)
- 4) ICOT (Independent Construction of Text)

G. Teaching and Learning Activities

1. Opening Activities

- a. The teacher greets the students
- b. Students respond to the teachers' greeting.
- c. The leader of the class leads a prayer.
- d. The teacher checks students' attendance
- e. Students listen to the information of material that will be explained by the teacher.

2. Main Activities

(See Appendix III for Treatment Class)

a. BKOF(See Task I)

1. The teacher shows some pictures of interesting places in Bandung.
2. Students answer the questions based on their experience orally.

b. MOT(See Task II – Task IV)

1. The teacher gives an example of recount text of “Shierly’s Day Off” to the students.
2. Students recognize the generic structures of recount text “Shierly’s Day Off”.
3. Students recognize the language features of recount text “Shierly’s Day Off”.
4. Students identify the purpose of a recount text of “Shierly’s Day Off”.

c. JCOT(See Task V)

1. Students recognize the comic strips in groups.
2. Students write a simple recount text based on the comic strips.

d. ICOT(See task VI)

1. Students write a simple recount text individually.

3. Closing Activities

- a. The teacher and students make conclusion from the material given today.
- b. The teacher gives feedback from today’s discussion.
- c. The teacher informs the materials that will be discussed in the next meeting.
- d. Students end the lesson with a prayer.

H. Sources :

- Priyana, Joko ... [et.al.]. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.
- Widiati, Utami ... [et.al.]. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama / Madrasah Tsanawiyah Kelas VIII Edisi IV*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.
- Wardiman, Artono ... [et.al.]. 2008. *English in Focus 2; for Grade VIII Junior High School (SMP/MTs); First Edition*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.

I. Evaluation

1. Techniques : written text
2. Model : semi-guided writing
3. Rubric : *(See Table 7)*

Teacher,

Drs. Dwiyanto
NIP. 19630728 198903 1 009

Temon, May 2013
Researcher,

Damar Widiseta
NIM. 07202244050

Treatment Class

LEARNING MATERIALS



Main topic: My Day Off
Focus on Writing

A green arrow pointing to the right, containing the text "TASK I" in bold, black, sans-serif capital letters.

Answer the following questions. Share your answer with your classmates in groups of four.



1. Where did you spend your day off?
2. What did you do on your day off?
3. How did you feel during your day off?



LESSON PROPER

TASK II

Complete the following recount text with the correct forms of the verbs in the box. Then, answer the following questions.

buy eat get go make see sit take

Shirley's Day Off

Shirley enjoyed her day off yesterday. She(1)..... up late,(2)..... jogging in the park,(3)..... a long shower, and(4)..... a big breakfast. In the afternoon, she(5)..... a movie with her sister. Then, she(6)..... groceries at the supermarket, and she(7)..... a big dinner for her parents. After dinner, Shirley and her parents(8)..... in the living room and talked. Shirley had a very nice day off yesterday.

(Taken from: Utami Widiati, 2008: 23)

Questions

1. Who enjoyed the day off?
2. When did Shirley have her day off?
3. Where did she spend her day off?
4. What did Shirley do in the morning?
5. What did Shirley do in the afternoon?
6. What did Shirley do in the evening?
7. What kind of day off did Shirley have yesterday?

TASK III

Study the following explanation with your partner.

Simple Past Tense

Simple past tense is used to express something that happened in the past. Here is the pattern.

S + Past Tense (Verb 2)

Examples:

I went to the zoo yesterday.

S V2

I visited Lake Toba last week.

S V2

TASK IV

Study the note card bellow with your friend.

Beginning	Middle	End
topic	places, participants, activities, etc.	expressions/emotions
Day off	Jogging, watching movie, dinner	nice

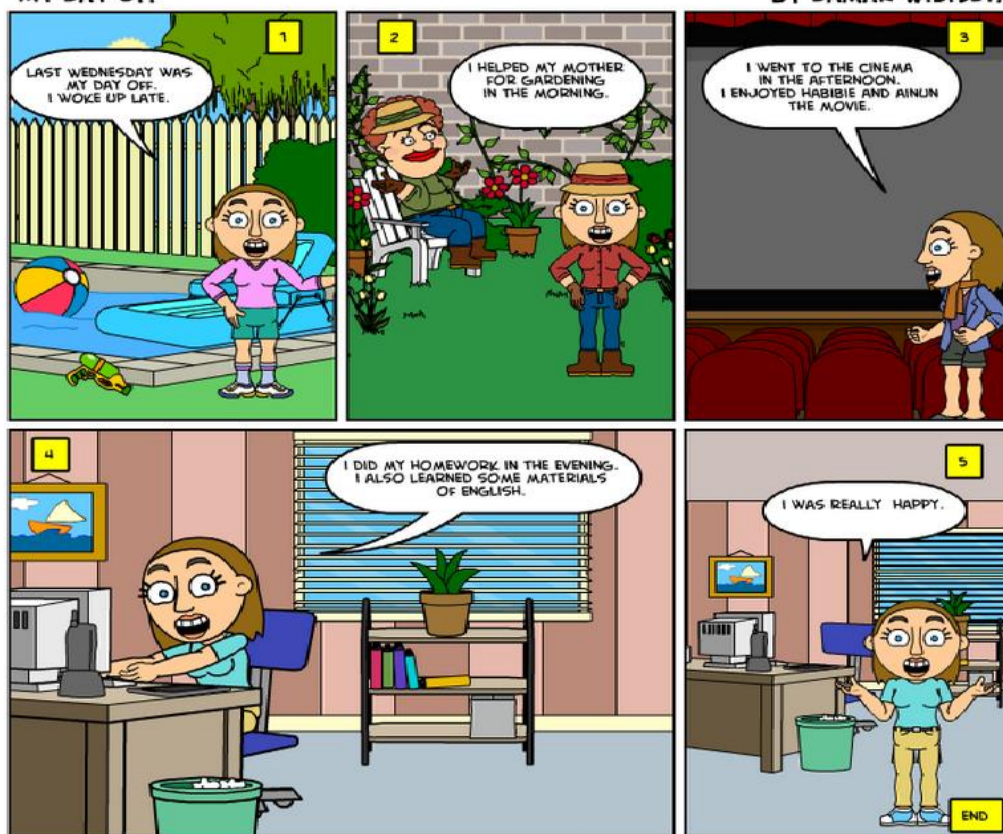
WORKSHEETS



DISCUSSION TIME

TASK V

Make your recount!
'MY DAY OFF'



WWW.BITSTRIPS.COM



DO IT BY YOURSELF

TASK VI

Write a recount text of your own. Think about your day off. For example: national Independence Day, Idul Fitri day off, etc. Remember these points when telling.

- ☒ Begin the story by telling when and where it happened as well as who participated.
- ☒ Write the events in the order they happened.
- ☒ End your story.

Treatment Class**LESSON PLAN IV**

School	: SMP N 2 Temon
Subject	: English
Grade / Semester	: VIII / II
Text Type	: Recount text
Skill	: Writing
Time Allocation	: 40 minutes
Theme	: My First Experience by Plane

A. Standard of Competences :

6. The students should be able to express meaning on written functional texts and very short monologue in forms of descriptive and recount texts in order to interact with the nearest environment.

B. Basic Competency :

- 6.6. The students should be able to express meaning on short written functional text with various written language accurately, fluently, and acceptable in order to interact with the nearest environment.
- 6.7. The students should be able to express meaning and rhetoric steps on short essay with various written language accurately, fluently, and acceptable in order to interact with the nearest environment in descriptive and recount text.

C. Learning Objectives

In the end of the lesson, the students are able to make a short recount text in daily life.

D. Indicators

1. Students are able to identify the characteristics of recount text.
2. Students are able to use appropriate tense and recount text generic structure.
3. Students are able to make a short recount text based on the comic strip.

E. Materials

Simple Past Tense:

Simple past tense is used to express something that happened in the past.

Here is the pattern.

S + Past Tense (Verb 2)

Examples:

I went to the zoo yesterday.

S V2

I visited Lake Toba last week.

S V2

Usually, you use the following adverbs of time in simple past tense:

Yesterday

Last week

Last...

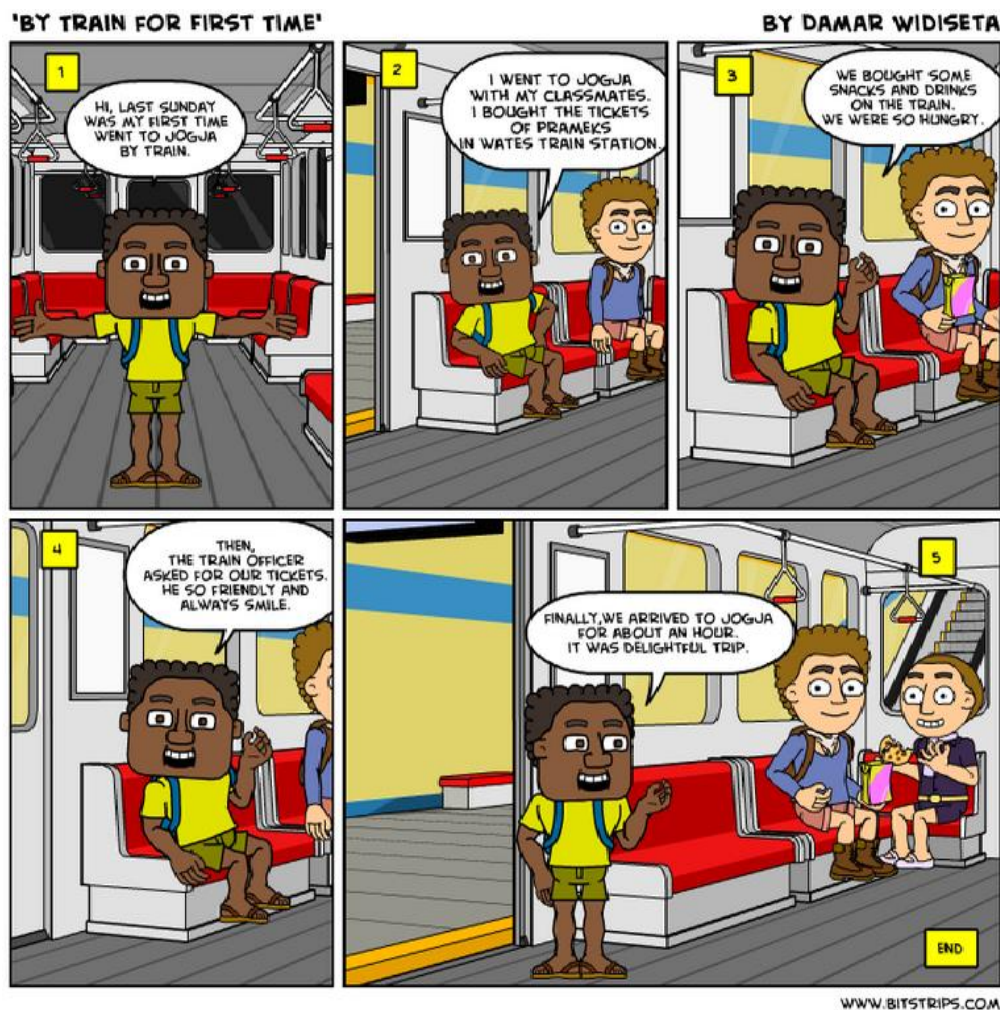
Two days ago
... ago

Input text:

Andi (1. be) on a plane. It (2. be) the first time for him. A stewardess always (3. help) him. And she also (4. give) him food, drink, snack and candies. He (5. think), "How kind she is!". Then he (6. hear) an announcement, "Good morning ladies and gentlemen. This flight is led by Captain Ferda. It will fly at an altitude of 28.000 feet. Well, ladies and gentlemen have a pleasant flight." Andi (7. be) so excited that he (8. shut) his eyes to (9. look) outside at the clouds. "Wow, I am flying now." He (10. think), "What an exciting experience!"

(Taken from: Utami Widiati, 2008: 24)

COMIC STRIPS



F. Method/ Technique: Genre-Based Technique

- 1) BKO (Building Knowledge of Field)
- 2) MOT (Modelling and Deconstruction of Text)

- 3) JCOT (Joint Construction of Text)
- 4) ICOT (Independent Construction of Text)

G. Teaching and Learning Activities

1. Opening Activities

- a. The teacher greets the students
- b. Students respond to the teachers' greeting.
- c. The leader of the class leads a prayer.
- d. The teacher checks students' attendance
- e. Students listen to the information of material that will be explained by the teacher.

2. Main Activities

(See Appendix IV for Treatment Class)

a. BKOF(See Task I)

1. The teacher shows some pictures of plane.
2. Students answer the questions based on their experience orally.

b. MOT(See Task II – Task IV)

1. The teacher gives an example of recount text of "My First Experience by Plane" to the students.
2. Students recognize the generic structures of recount text "My First Experience by Plane".
3. Students recognize the language features of recount text "My First Experience by Plane".
4. Students identify the purpose of a recount text of "My First Experience by Plane".

c. JCOT(See Task V)

1. Students recognize the comic strips in groups.
2. Students write a simple recount text based on the comic strips.

d. ICOT(See Task VI)

1. Students write a simple recount text individually.

3. Closing Activities

- a. The teacher and students make conclusion from the material given today.
- b. The teacher gives feedback from today's discussion.
- c. The teacher informs the materials that will be discussed in the next meeting.
- d. Students end the lesson with a prayer.

H. Sources :

- Priyana, Joko ... [et.al.]. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.
- Widiati, Utami ... [et.al.]. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama / Madrasah Tsanawiyah Kelas VIII Edisi IV*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.

Wardiman, Artono ... [et.al.]. 2008. *English in Focus 2; for Grade VIII Junior High School (SMP/MTs); First Edition*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.

I. Evaluation

1. Techniques : written text
2. Model : semi-guided writing
3. Rubric : (See Table 7)

Teacher,

Temon, May 2013
Researcher,

Drs. Dwiyanto
NIP. 19630728 198903 1 009

Damar Widiseta
NIM. 07202244050

LEARNING MATERIALS

Main topic: My First Experienceby Plane
Focus on Writing

TASK I

Answer the following questions. Share your answer with your classmates in groups of four.



1. Can you figure out the picture above?
2. Where is these plane located?
3. Why is these kind of transportation so popular?



LESSON PROPER

TASK II

In the following exercise, you will learn Andi's first experience travelling by plane. Change the verbs in brackets into the correct form. Then, answer the questions that follow.

My First Experience by Plane

Andi (1. be) on a plane. It (2. be) the first time for him. A stewardess always (3. help) him. And she also (4. give) him food, drink, snack and candies. He (5. think), "How kind she is!". Then he (6. hear) an announcement, "Good morning ladies and gentlemen. This flight is led by Captain Ferda. It will fly at an altitude of 28.000 feet. Well, ladies and gentlemen have a pleasant flight." Andi (7. be) so excited that he (8. shut) his eyes to (9. look) outside at the clouds. "Wow, I am flying now." He (10. think), "What an exciting experience!"

(Taken from: Utami Widiati, 2008: 24)

Questions

1. What did Andi think about the stewardess?
2. Who flew the flight?
3. How high did the plane fly?
4. How did Andi feel?

TASK III

Study the following explanation with your partner.

Simple Past Tense

Simple past tense is used to express something that happened in the past. Here is the pattern.

S + Past Tense (Verb 2)

Examples:

I went to the zoo yesterday.

S V2

I visited Lake Toba last week.

S V2

Usually, you use the following adverbs of time in simple past tense:

Yesterday

Last week

Last...

Two days ago

... ago

TASK IV

Study the note card bellow with your friend.

Beginning	Middle	End
topic	places, participants, activities, etc.	expressions/emotions
First experience by plane	Andi, stewardess	excited

WORKSHEETS



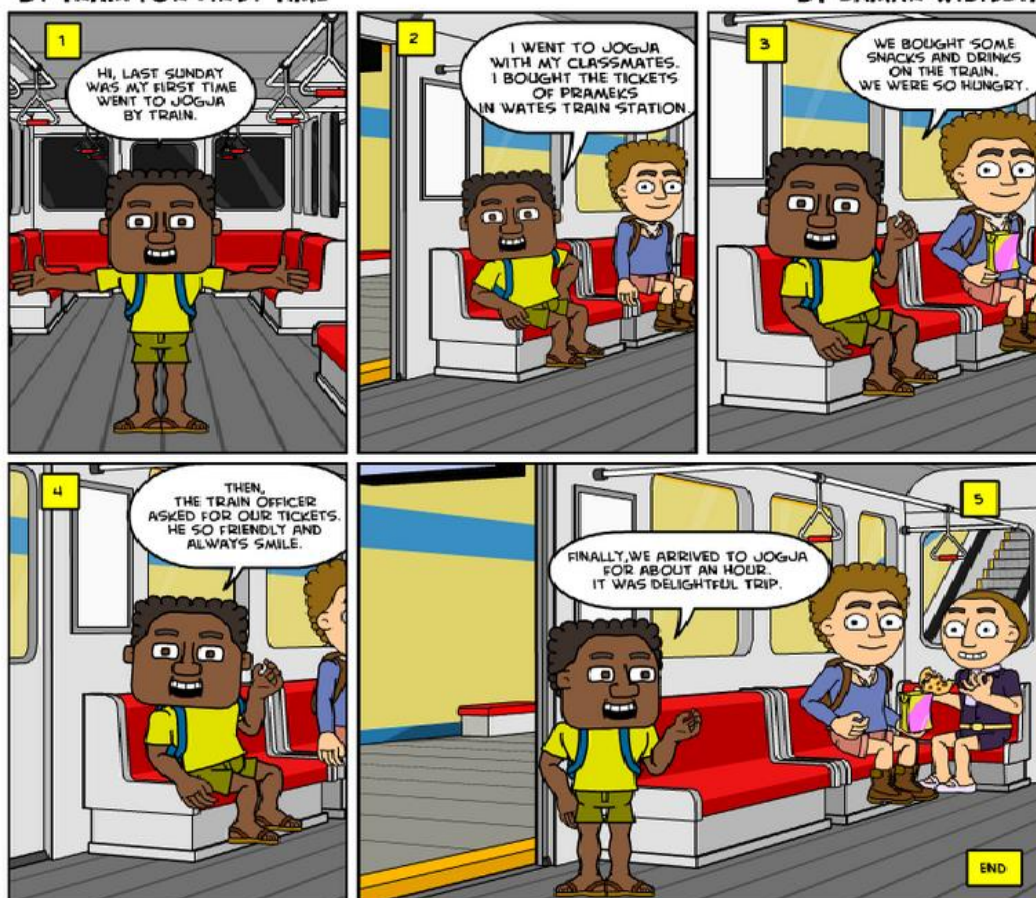
DISCUSSION TIME

TASK V

Make your recount!

'BY TRAIN FOR FIRST TIME'

BY DAMAR WIDISETA



WWW.BITSTRIPS.COM

TASK VI

Write a recount text of your own. Think about a memorable event in your life. For example, your first experience by bus. Remember these points when telling.

- ☒ Begin the story by telling when and where it happened as well as who participated.
- ☒ Write the events in the order they happened.
- ☒ End your story.

Treatment Class**LESSON PLAN V**

School	: SMP N 2 Temon
Subject	: English
Grade / Semester	: VIII / II
Text Type	: Recount text
Skill	: Writing
Time Allocation	: 40 minutes
Theme	: Holiday in Jakarta

A. Standard of Competences :

6. The students should be able to express meaning on written functional texts and very short monologue in forms of descriptive and recount texts in order to interact with the nearest environment.

B. Basic Competency :

- 6.6. The students should be able to express meaning on short written functional text with various written language accurately, fluently, and acceptable in order to interact with the nearest environment.
- 6.7. The students should be able to express meaning and rhetoric steps on short essay with various written language accurately, fluently, and acceptable in order to interact with the nearest environment in descriptive and recount text.

C. Learning Objectives

In the end of the lesson, the students are able to make a short recount text in daily life.

D. Indicators

1. Students are able to identify the characteristics of recount text.
2. Students are able to use appropriate tense and recount text generic structure.
3. Students are able to make a short recount text based on the comic strip.

E. Materials**Connecting Words**

In the letter above, you find words and phrases used to start, connect a sentence with the next one, and end an explanation.

Those words and phrases are:

- ☒ First
- ☒ Then
- ☒ After that
- ☒ Finally

Input text:

Holiday in Jakarta

Last week, my brother and I spent our holiday in Jakarta. We stayed in our uncle house. We went there by bus. We left from Yogyakarta on Friday.

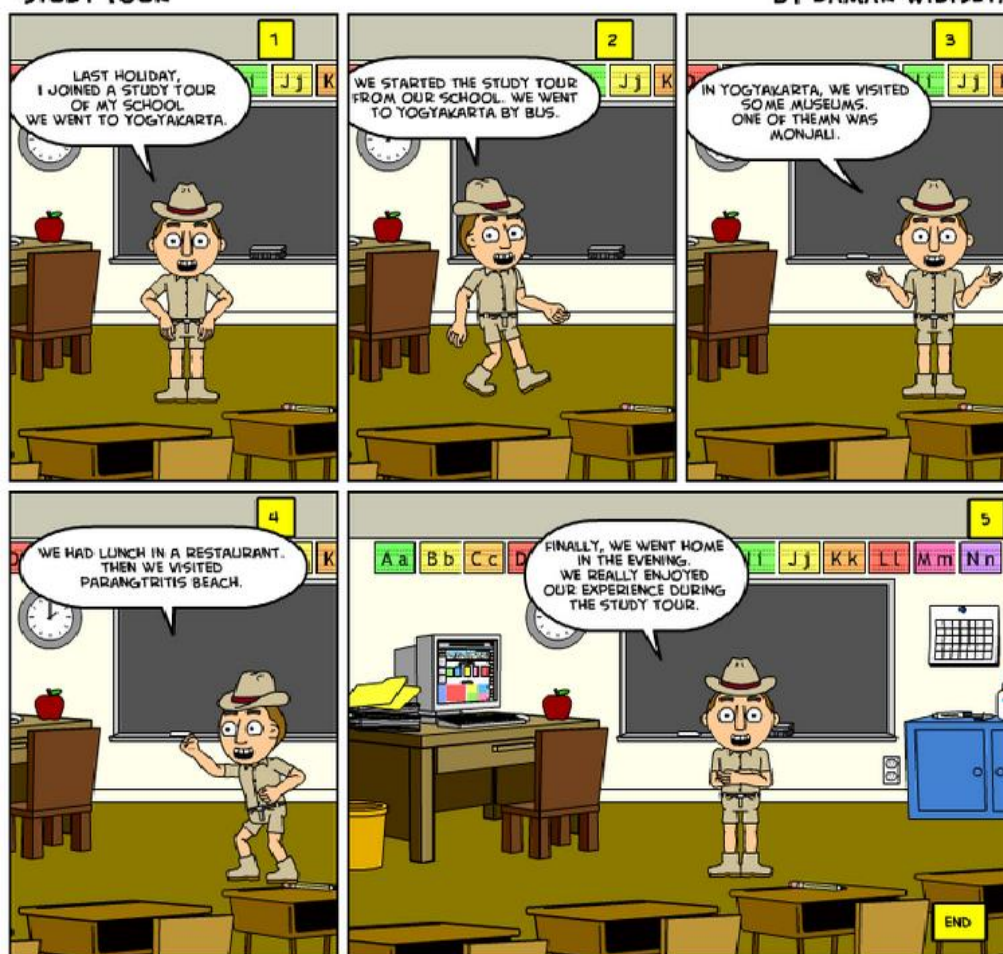
Before we went there, we prepared some things. (1) , we booked two tickets at the ticket agent. (2) , we got the bus from Giwangan terminal at 3 pm. (3) , we stopped to have dinner at Ajibarang. After having dinner, we continued our travel. We arrive at Lebak Bulus terminal. From the terminal, we look the bus no C.09. (4) , we arrived at our uncle's house. It was a long trip, but we enjoyed it.

(Taken from: Joko Priyana, 2008: 72)

COMIC STRIPS

'STUDY TOUR'

BY DAMAR WIDISETA



WWW.BITSTRIPS.COM

F. Method/ Technique: Genre-Based Technique

- 1) BKOF (Building Knowledge of Field)
- 2) MOT (Modelling and Deconstruction of Text)
- 3) JCOT (Joint Construction of Text)
- 4) ICOT (Independent Construction of Text)

G. Teaching and Learning Activities

1. Opening Activities

- a. The teacher greets the students
- b. Students respond to the teachers' greeting.
- c. The leader of the class leads a prayer.

- d. The teacher checks students' attendance
- e. Students listen to the information of material that will be explained by the teacher.

2. Main Activities

(See Appendix V for Treatment Class)

a. BKOF(See Task I)

- 1. The teacher shows some pictures of interesting place in Jakarta.
- 2. Students answer the questions based on their experience orally.

b. MOT(See Task II – Task IV)

- 1. The teacher gives an example of recount text of “Holiday in Jakarta” to the students.
- 2. Students recognize the generic structures of recount text “Holiday in Jakarta”.
- 3. Students recognize the language features of recount text “Holiday in Jakarta”.
- 4. Students identify the purpose of a recount text of “Holiday in Jakarta”.

c. JCOT(See Task V)

- 1. Students recognize the comic strips in groups.
- 2. Students write a simple recount text based on the comic strips.

d. ICOT(See Task VI)

- 1. Students write a simple recount text individually.

3. Closing Activities

- a. The teacher and students make conclusion from the material given today.
- b. The teacher gives feedback from today's discussion.
- c. The teacher informs the materials that will be discussed in the next meeting.
- d. Students end the lesson with a prayer.

H. Sources :

- Priyana, Joko ... [et.al.]. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.
- Widiati, Utami ... [et.al.]. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama / Madrasah Tsanawiyah Kelas VIII Edisi IV*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.
- Wardiman, Artono ... [et.al.]. 2008. *English in Focus 2; for Grade VIII Junior High School (SMP/MTs); First Edition*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.

I. Evaluation

1. Techniques : written text
2. Model : semi-guided writing
3. Rubric : *(See Table 7)*

Teacher,

Drs. Dwiyanto
NIP. 19630728 198903 1 009

Temon, May 2013
Researcher,

Damar Widiseta
NIM. 07202244050

LEARNING MATERIALS

Main topic: Holiday in Jakarta
Focus on Writing

TASK I

Answer the following questions. Share your answer with your classmates in groups of four.



1. Can you figure out the pictures above?
2. Where are those monuments located?
3. Why are those monuments so popular?



LESSON PROPER

TASK II

Complete the letter with the connecting words or phrases in the box.
Change the forms if necessary. Look at the example.

Then

Finally

After that

First

Holiday in Jakarta

Last week, my brother and I spent our holiday in Jakarta. We stayed in our uncle house. We went there by bus. We left from Yogyakarta on Friday. Before we went there, we prepared some things. (1) , we booked two tickets at the ticket agent. (2) , we got the bus from Giwangan terminal at 3 pm. (3) , we stopped to have dinner at Ajibarang. After having dinner, we continued our travel. We arrive at Lebak Bulus terminal. From the terminal, we look the bus no C.09. (4) , we arrived at our uncle's house. It was a long trip, but we enjoyed it.

(Taken from: JokoPriyana, 2008: 72)

TASK III

Study the following explanation with your partner.

Connecting Words

In the letter above, you find words and phrases used to start, connect a sentence with the next one, and end an explanation.

Those words and phrases are:

- ☒ First
- ☒ Then
- ☒ After that
- ☒ Finally

TASK IV

Study the note card bellow with your friend.

Beginning	Middle	End
topic	places, participants, activities, etc.	expressions/emotions
Holiday in Jakarta	Uncle house, Yogyakarta, Lebak Bulus	enjoy

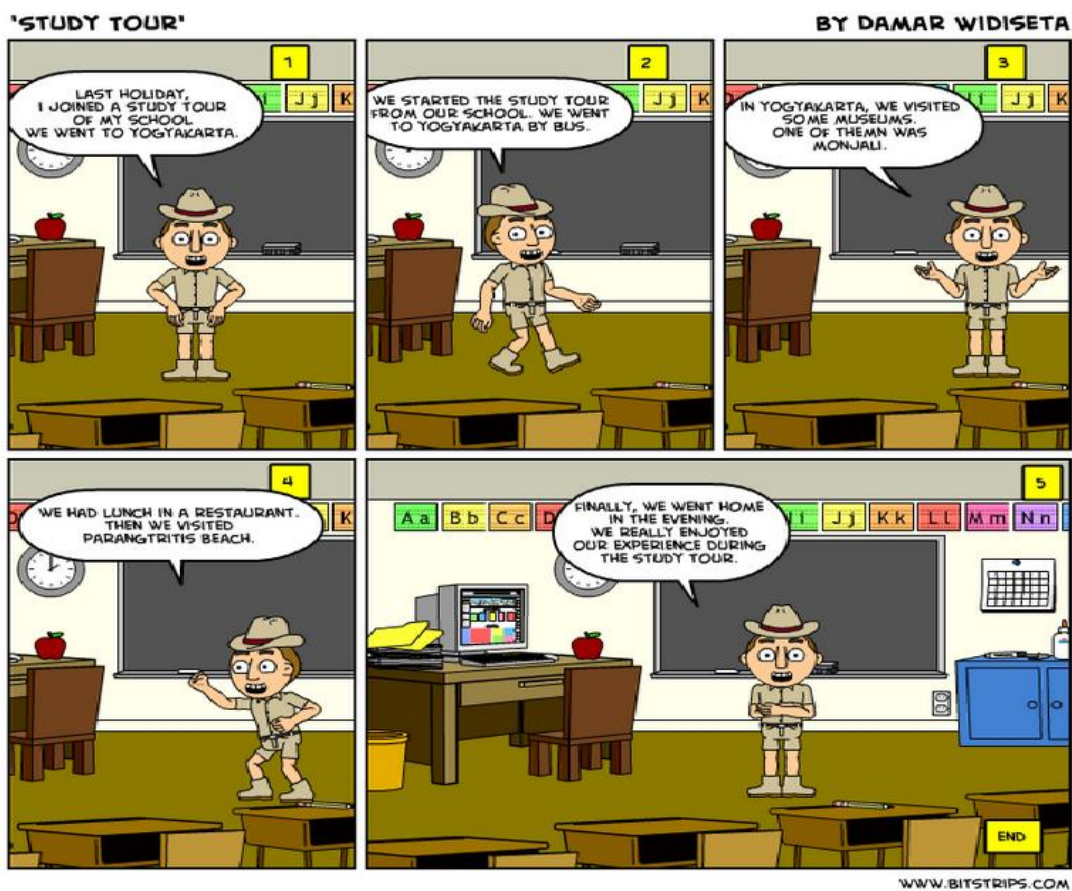
WORKSHEETS



DISCUSSION TIME

TASK V

Make your recount!



DO IT BY YOURSELF

TASK VI

Write a recount text of your own. Think about your experience of study tour. Remember these points when telling.

- ☒ Begin the story by telling when and where it happened as well as who participated.
- ☒ Write the events in the order they happened.
- ☒ End your story.

Treatment Class**LESSON PLAN VI**

School	: SMP N 2 Temon
Subject	: English
Grade / Semester	: VIII / II
Text Type	: Recount text
Skill	: Writing
Time Allocation	: 40 minutes
Theme	: Holiday in Jakarta

A. Standard of Competences :

6. The students should be able to express meaning on written functional texts and very short monologue in forms of descriptive and recount texts in order to interact with the nearest environment.

B. Basic Competency :

- 6.6. The students should be able to express meaning on short written functional text with various written language accurately, fluently, and acceptable in order to interact with the nearest environment.
- 6.7. The students should be able to express meaning and rhetoric steps on short essay with various written language accurately, fluently, and acceptable in order to interact with the nearest environment in descriptive and recount text.

C. Learning Objectives

In the end of the lesson, the students are able to make a short recount text in daily life.

D. Indicators

1. Students are able to identify the characteristics of recount text.
2. Students are able to use appropriate tense and recount text generic structure.
3. Students are able to make a short recount text based on the comic strip.

E. Materials

Events :

In the post cards above, you find events. It tells what happened and in what sequence.

Events might show with connecting words or phrases. Those words and phrases are:

- ☒ First
- ☒ Then
- ☒ After that
- ☒ Finally

Input text:

Dear Sylvia,

How's everything? We just came back from our vacation in Peru.

Machu Picchu is an Inca city in the Andes Mountains.

We took a bus in Aguas Calientes and arrived in Machu Picchu in the morning.

We spent the day there and went to Cuzco in the evening.

In Cuzco we hired a Peruvian guide, and we learned a lot about The Inca culture.

It was fantastic.

Talk to you soon,

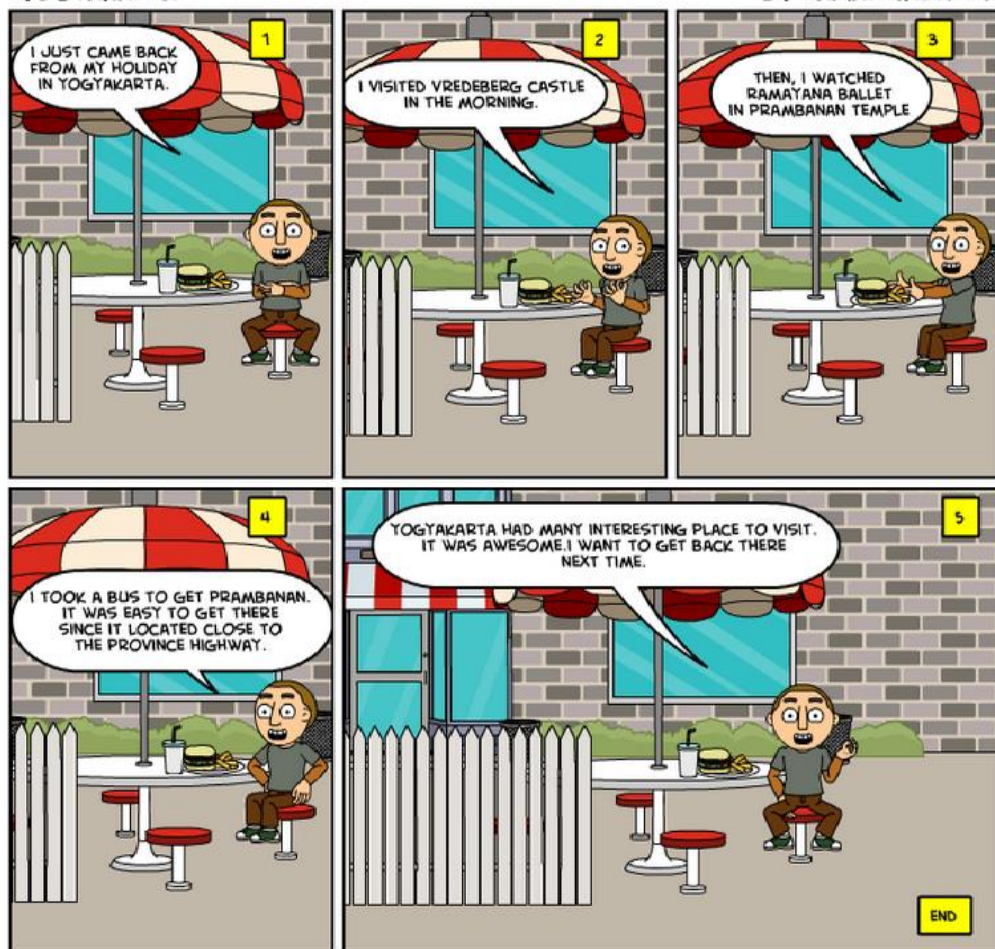
Susan and Julie

(Taken from: Utami Widiati, 2008: 33)

COMIC STRIPS

'YOGYAKARTA'

BY DAMAR WIDISETA



F. Method/ Technique:Genre-Based Technique

- 1) BKOF (Building Knowledge of Field)
- 2) MOT (Modelling and Deconstruction of Text)
- 3) JCOT (Joint Construction of Text)
- 4) ICOT (Independent Construction of Text)

G. Teaching and Learning Activities

1. Opening Activities

- a. The teacher greets the students
- b. Students respond to the teachers' greeting.
- c. The leader of the class leads a prayer.
- d. The teacher checks students' attendance
- e. Students listen to the information of material that will be explained by the teacher.

2. Main Activities

(See Appendix VI for Treatment Class)

a. BKOF*(See Task I)*

1. The teacher shows some pictures of Machu Picchu..
2. Students answer the questions based on their experience orally.

b. MOT*(See Task II – Task IV)*

1. The teacher gives an example of recount text of “Machu Picchu” to the students.
2. Students recognize the generic structures of recount text “Machu Picchu”.
3. Students recognize the language features of recount text “Machu Picchu”.
4. Students identify the purpose of a recount text of “Machu Picchu”.

c. JCOT*(See Task V)*

1. Students recognize the comic strips in groups.
2. Students write a simple recount text based on the comic strips.

d. ICOT*(See Task VI)*

1. Students write a simple recount text individually.

3. Closing Activities

- a. The teacher and students make conclusion from the material given today.
- b. The teacher gives feedback from today's discussion.
- c. The teacher informs the materials that will be discussed in the next meeting.
- d. Students end the lesson with a prayer.

H. Sources :

Priyana, Joko ... [et.al.]. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.

Widiati, Utami ... [et.al.]. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama / Madrasah Tsanawiyah Kelas VIII Edisi IV*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.

Wardiman, Artono ... [et.al.]. 2008. *English in Focus 2; for Grade VIII Junior High School (SMP/MTs); First Edition*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.

I. Evaluation

1. Techniques : written text
2. Model : semi-guided writing
3. Rubric :(See Table 7)

Teacher,

Temon, May 2013
Researcher,

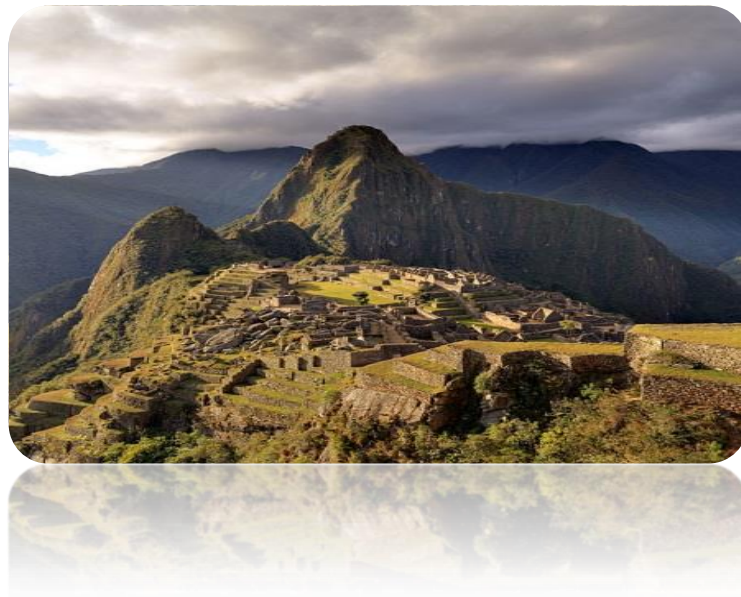
Drs. Dwiyanto
NIP. 19630728 198903 1 009

Damar Widiseta
NIM. 07202244050

LEARNING MATERIALS

**Main topic: Holiday in Machu Picchu***Focus on Writing***TASK I**

Answer the following questions. Share your answer with your classmates in groups of four.



1. Can you figure out the picture above?
2. Where is this site located?
3. Why is this site so popular?



LESSON PROPER

TASK II

Read the postcard and complete the diagram.

Dear Sylvia,
How's everything? We just came back from our vacation in Peru.

Machu Picchu is an Inca city in the Andes Mountains.
We took a bus in Aguas Calientes and arrived in Machu Picchu in the morning.
We spent the day there and went to Cuzco in the evening.

In Cuzco we hired a Peruvian guide, and we learned a lot about The Inca culture.

It was fantastic.

Talk to you soon,

(Taken from: UtamiWidiati, 2008: 33)

Event 1	Event 2	Event 3	Event 4	Event 5
Took bus in Aguas Calientes				Learned a lot about Inca culture

TASK III

Study the following explanation with your partner.

Events

In the post cards above, you find events. It tells what happened and in what sequence.

Events might show with connecting words or phrases. Those words and phrases are:

- ☒ First
- ☒ Then
- ☒ After that
- ☒ Finally

TASK IV

Study the note card bellow with your friend.

Beginning	Middle	End
topic	places, participants, activities, etc.	expressions/emotions
Vacation in Peru	Took a bus	Fantastic

WORKSHEETS



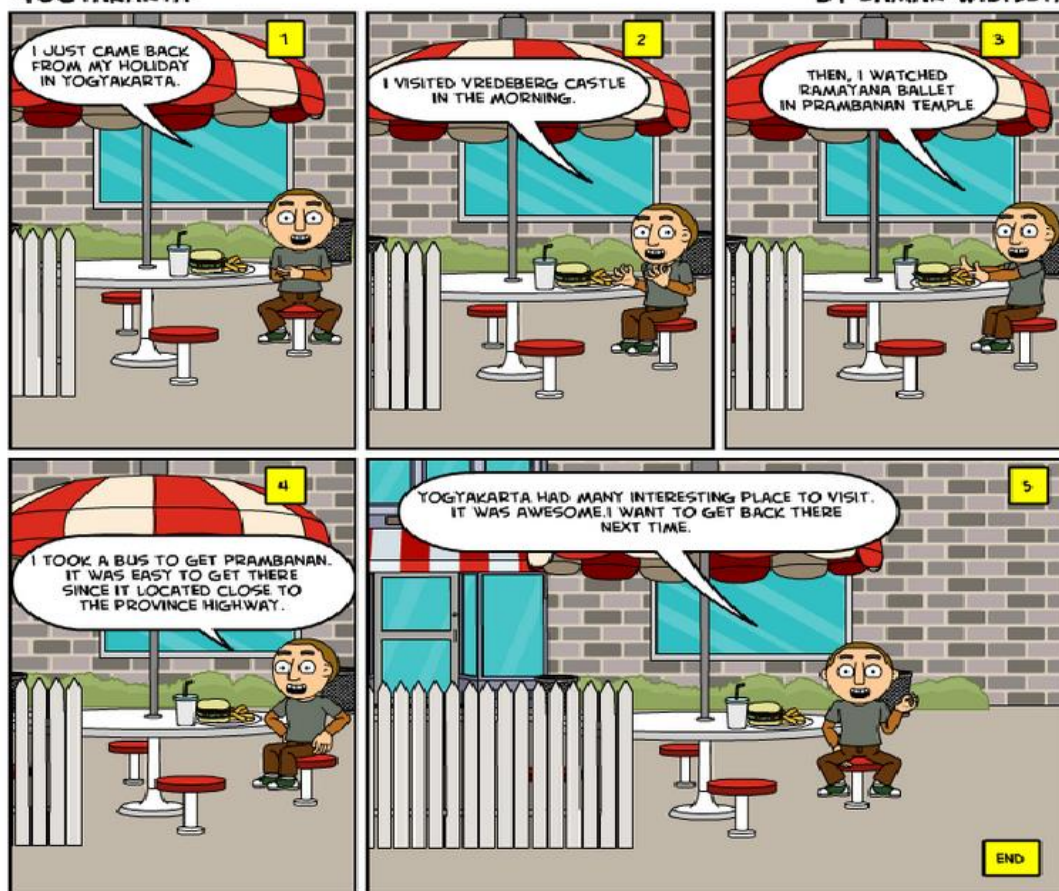
DISCUSSION TIME

TASK V

Make your recount!

'YOGYAKARTA'

BY DAMAR WIDISETA



WWW.BITSTRIPS.COM



DO IT BY YOURSELF

TASK VI

Write a recount text of your own. Think about a memorable event in your life when you visit an interesting place. Remember these points when telling.

- ☒ Begin the story by telling when and where it happened as well as who participated.
- ☒ Write the events in the order they happened.
- ☒ End your story.

Control Class**LESSON PLAN I**

School	: SMP N 2 Temon
Subject	: English
Grade / Semester	: VIII / II
Text Type	: Recount text
Skill	: Writing
Time Allocation	: 40 minutes
Theme	: My Holiday in Mount Bromo

A. Standard of Competences :

6. The students should be able to express meaning on written functional texts and very short monologue in forms of descriptive and recount texts in order to interact with the nearest environment.

B. Basic Competency :

- 6.6. The students should be able to express meaning on short written functional text with various written language accurately, fluently, and acceptable in order to interact with the nearest environment.
- 6.7. The students should be able to express meaning and rhetoric steps on short essay with various written language accurately, fluently, and acceptable in order to interact with the nearest environment in descriptive and recount text.

C. Learning Objectives

In the end of the lesson, the students are able to make a short recount text in daily life.

D. Indicators

1. Students are able to identify the characteristics of recount text.
2. Students are able to use appropriate tense and recount text generic structure.
3. Students are able to make a short recount text based on the comic strip.

E. Materials

Recount text tells 'what happened'. The purpose of the text is to document a series of events and evaluate their significance in some way. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling.

The text recount is organized to include:

- ☒ an Introduction paragraph providing background information needed to understand the text, for example, who was involved, where it happened, when it happened
- ☒ Body paragraph usually recounted in a chronological order
- ☒ Ending paragraph/personal comments on the incident

Input text:

My Holiday at Mount Bromo

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

(Adapted from: www.andrewseaton.com; Joko Priyana, 2008: 68)

F. Method/ Technique: Genre-Based Technique

- 1) BKOF (Building Knowledge of Field)
- 2) MOT (Modelling and Deconstruction of Text)
- 3) JCOT (Joint Construction of Text)
- 4) ICOT (Independent Construction of Text)

G. Teaching and Learning Activities

1. Opening Activities

- a. The teacher greets the students
- b. Students respond to the teachers' greeting.
- c. The leader of the class leads a prayer.
- d. The teacher checks students' attendance
- e. Students listen to the information of material that will be explained by the teacher.

2. Main Activities

(See Appendix I for Control Class)

a. BKOF (See Task I)

1. The teacher shows some pictures of mountains.
2. Students answer the questions based on their experience orally.

b. MOT (See Task II – Task IV)

1. The teacher gives an example of recount text of "My Holiday at Bromo Mountain" to the students.
2. Students recognize the generic structures of recount text "My Holiday at Bromo Mountain".
3. Students recognize the language features of recount text "My Holiday at Bromo Mountain".
4. Students identify the purpose of a recount text of "My Holiday at Bromo Mountain".

c. JCOT (See Task V)

1. Students write a simple recount text based on their experience in group of four.

d. ICOT(See Task VI)

1. Students write a simple recount text individually.

3. Closing Activities

- a. The teacher and students make conclusion from the material given today.
- b. The teacher gives feedback from today's discussion.
- c. The teacher informs the materials that will be discussed in the next meeting.
- d. Students end the lesson with a prayer.

H. Sources :

- Priyana, Joko ... [et.al.]. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.
- Widiati, Utami ... [et.al.]. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama / Madrasah Tsanawiyah Kelas VIII Edisi IV*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.
- Wardiman, Artono ... [et.al.]. 2008. *English in Focus 2; for Grade VIII Junior High School (SMP/MTs); First Edition*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.

I. Evaluation

1. Techniques : written text
2. Model : semi-guided writing
3. Rubric : (See Table 7)

Teacher,

Temon, May 2013
Researcher,

Drs. Dwiyanto
NIP. 19630728 198903 1 009

Damar Widiseta
NIM. 07202244050

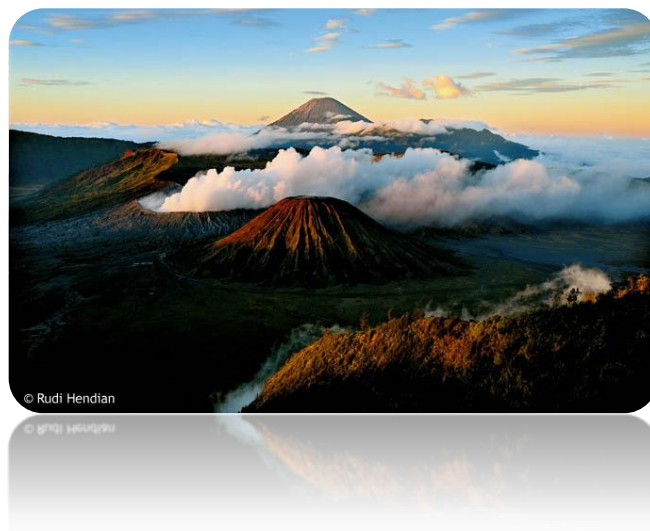
LEARNING MATERIALS



Main topic: My Holiday at Mount Bromo
Focus on Writing

A green arrow pointing to the right, containing the text "TASK I" in black, bold, uppercase letters.

Answer the following questions. Share your answer with your classmates in groups of four.



1. Can you figure out the picture above?
2. Where is these mountain located?
3. Why is these mountain so popular?

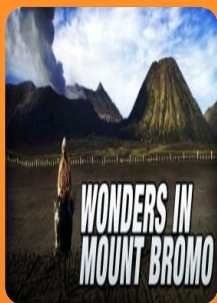


LESSON PROPER

TASK II

What do you know about the Mountain? Read and study the text below. Then, answer the following questions.

My Holiday at Mount Bromo



Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

Introduction Paragraph

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

Body Paragraph

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Ending Paragraph

(Adapted from: www.andrewseaton.com; Joko Priyana, 2008: 68)

Questions

1. What is the topic of the text above?
2. Where did the writer go last week?
3. Where did he stay?
4. What did he do in the morning?
5. How did he feel when he rode on horseback?

6. Where did the writer and his friend go before they got home?
7. What did the writer think about his holiday?

TASK III

Study the following explanation with your partner.

The text about My Holiday is a recount text. It tells 'what happened'. The purpose of the text is to document a series of events and evaluate their significance in some way. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling.

The text recount is organized to include:

- ☒ an Introduction paragraph providing background information needed to understand the text, for example, who was involved, where it happened, when it happened
- ☒ Body paragraph usually recounted in a chronological order
- ☒ Ending paragraph/personal comments on the incident

TASK IV

Study the note card bellow with your friend.

Beginning	Middle	End
topic	places, participants, activities, etc.	expressions/emotions
holiday	Mount Bromo, I, rode horseback	happy, tired

WORKSHEETS



DISCUSSION TIME

TASK V

Make your recount based on your experience in group of four.



DO IT BY YOURSELF

TASK VI

Write a recount text of your own. Think about a memorable event in your life. For example: my holiday. Remember these points when telling.

- ☒ Begin the story by telling when and where it happened as well as who participated.
- ☒ Write the events in the order they happened.
- ☒ End your story.

Control Class**LESSON PLAN II**

School	: SMP N 2 Temon
Subject	: English
Grade / Semester	: VIII / II
Text Type	: Recount text
Skill	: Writing
Time Allocation	: 40 minutes
Theme	: Holiday in Bandung, West Java

A. Standard of Competences :

6. The students should be able to express meaning on written functional texts and very short monologue in forms of descriptive and recount texts in order to interact with the nearest environment.

B. Basic Competency :

- 6.6. The students should be able to express meaning on short written functional text with various written language accurately, fluently, and acceptable in order to interact with the nearest environment.
- 6.7. The students should be able to express meaning and rhetoric steps on short essay with various written language accurately, fluently, and acceptable in order to interact with the nearest environment in descriptive and recount text.

C. Learning Objectives

In the end of the lesson, the students are able to make a short recount text in daily life.

D. Indicators

1. Students are able to identify the characteristics of recount text.
2. Students are able to use appropriate tense and recount text generic structure.
3. Students are able to make a short recount text based on the comic strip.

E. Materials

Recount text tells 'what happened'. The purpose of the text is to document a series of events and evaluate their significance in some way. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling.

The text recount is organized to include:

- ☒ an Introduction paragraph providing background information needed to understand the text, for example, who was involved, where it happened, when it happened
- ☒ Body paragraph usually recounted in a chronological order
- ☒ Ending paragraph/personal comments on the incident

Common grammatical features of a recount include:

- ☒ Use of nouns and pronouns to identify people, animals or things involved
- ☒ Use of past tense to retell the events
- ☒ Use of conjunctions and time connectives to sequence the events

☒ Use of adverbs and adverbial phrases to indicate place and time

Input text:

Denpasar, 19 Agustus 2007

Hi, Putri, how are you? I hope you are fine.

By the way, I want to tell you about my holiday. Last month, I **1) went** to Bandung. I was so happy because it was my first time to visit the place. There are many interesting places to visit.

First, I **2) ...** Tangkuban Perahu. The place is just wonderful. After that, I went to *dago* street. I **3) ...** some t-shirts there. Then, I went to Cibaduyut. I bought many things like shoes, dolls, and some souvenirs. I also did not forget to buy '*peuyeum*'. Bandung is **4) ...** for its '*peuyeum*'. Finally, I went to café nearby to have lunch. I **5) ...** three days in Bandung and that was really fun.

Anyway, I will write to you again next time. Write to me also as soon as you can. Bye.

Sincerely,
Ketut Tantri

(Taken from: Joko Priyana, 2008: 71)

F. Method/ Technique:Genre-Based Technique

- 1) BKOF (Building Knowledge of Field)
- 2) MOT (Modelling and Deconstruction of Text)
- 3) JCOT (Joint Construction of Text)
- 4) ICOT (Independent Construction of Text)

G. Teaching and Learning Activities

1. Opening Activities

- a. The teacher greets the students
- b. Students respond to the teachers' greeting.
- c. The leader of the class leads a prayer.
- d. The teacher checks students' attendance
- e. Students listen to the information of material that will be explained by the teacher.

2. Main Activities

(See Appendix 2 for Control Class)

a. BKOF*(See Task I)*

1. The teacher shows some pictures of interesting places in Bandung.
2. Students answer the questions based on their experience orally.

b. MOT*(See Task II – Task IV)*

1. The teacher gives an example of recount text of "Ketut Tantri's Letter" to the students.
2. Students recognize the generic structures of recount text "Ketut Tantri's Letter".
3. Students recognize the language features of recount text "Ketut Tantri's Letter".

4. Students identify the purpose of a recount text of “Ketut Tantri’s Letter”.

c. JCOT(See Task V)

1. Students write a simple recount text based on their experience in group of four.

d. ICOT(See Task VI)

1. Students write a simple recount text individually.

3. Closing Activities

- a. The teacher and students make conclusion from the material given today.
- b. The teacher gives feedback from today’s discussion.
- c. The teacher informs the materials that will be discussed in the next meeting.
- d. Students end the lesson with a prayer.

H. Sources :

- Priyana, Joko ... [et.al.]. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.
- Widiati, Utami ... [et.al.]. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama / Madrasah Tsanawiyah Kelas VIII Edisi IV*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.
- Wardiman, Artono ... [et.al.]. 2008. *English in Focus 2; for Grade VIII Junior High School (SMP/MTs); First Edition*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.

I. Evaluation

1. Techniques : written text
2. Model : semi-guided writing
3. Rubric :(See Table 7)

Teacher,

Temon, May 2013
Researcher,

Drs. Dwiyanto
NIP. 19630728 198903 1 009

Damar Widiseta
NIM. 07202244050

LEARNING MATERIALS**SNAPSHOT**

Main topic: Holiday in Bandung, Paris van Java
Focus on Writing

TASK I

Answer the following questions. Share your answer with your classmates in groups of four.



1. Can you figure out the picture above?
2. Where is these building located?
3. Why is these building so popular?



LESSON PROPER

TASK II

Complete the letter with the suitable words in the box. Change the forms if necessary. Look at the example!

go

visit

buy

spend

famous

Denpasar, 19 Agustus 2007

Hi, Putri, how are you? I hope you are fine.

By the way, I want to tell you about my holiday. Last month, I **1**) *went* to Bandung. I was so happy because it was my first time to visit the place. There are many interesting places to visit.

First, I **2**) ... Tangkuban Perahu. The place is just wonderful. After that, I went to dago street. I **3**) ... some t-shirts there. Then, I went to Cibaduyut. I bought many things like shoes, dolls, and some souvenirs. I also did not forget to buy '*peuyeum*'. Bandung is **4**) ... for its '*peuyeum*'. Finally, I went to café nearby to have lunch. I **5**) ... three days in Bandung and that was really fun.

Anyway, I will write to you again next time. Write to me also as soon as you can. Bye.

Sincerely,
Ketut Tantri

Introduction
Paragraph

Body
Paragraph

Ending
Paragraph

(Taken from: Joko Priyana, 2008: 71)

Questions

1. Whom did Ketut Tantri write the letter to?
2. When did Ketut Tantri spend her holiday?
3. What was Ketut Tantri's first destination in Bandung?
4. Where did Ketut Tantri go after she visited Dago Street?
5. How many days did Ketut Tantri spend in Bandung?
6. Where does Ketut Tantri live?

TASK III

Study the following explanation with your partner.

The text about My Holiday is a recount text. It tells 'what happened'. The purpose of the text is to document a series of events and evaluate their significance in some way. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling.

The text recount is organized to include:

- ☒ an Introduction paragraph providing background information needed to understand the text, for example, who was involved, where it happened, when it happened
- ☒ Body paragraph usually recounted in a chronological order
- ☒ Ending paragraph/personal comments on the incident

Common grammatical features of a recount include:

- ☒ Use of nouns and pronouns to identify people, animals or things involved
- ☒ Use of past tense to retell the events
- ☒ Use of conjunctions and time connectives to sequence the events
- ☒ Use of adverbs and adverbial phrases to indicate place and time

TASK IV

Study the note card bellow with your friend.

Beginning	Middle	End
topic	places, participants, activities, etc.	expressions/emotions
Bandung	Ketut Tantri, Tangkuban Perahu, Dago, Cibaduyut	fun

WORKSHEETS



DISCUSSION TIME

TASK V

Make your recount based on your experience in group of four.



DO IT BY YOURSELF

TASK VI

Write a recount text of your own. Think about a memorable trip in your life. Remember these points when telling.

- ☒ Begin the story by telling when and where it happened as well as who participated.
- ☒ Write the events in the order they happened.
- ☒ End your story.

Control Class**LESSON PLAN III**

School	: SMP N 2 Temon
Subject	: English
Grade / Semester	: VIII / II
Text Type	: Recount text
Skill	: Writing
Time Allocation	: 40 minutes
Theme	: My Day Off

A. Standard of Competences :

6. The students should be able to express meaning on written functional texts and very short monologue in forms of descriptive and recount texts in order to interact with the nearest environment.

B. Basic Competency :

- 6.6. The students should be able to express meaning on short written functional text with various written language accurately, fluently, and acceptable in order to interact with the nearest environment.
- 6.7. The students should be able to express meaning and rhetoric steps on short essay with various written language accurately, fluently, and acceptable in order to interact with the nearest environment in descriptive and recount text.

C. Learning Objectives

In the end of the lesson, the students are able to make a short recount text in daily life.

D. Indicators

1. Students are able to identify the characteristics of recount text.
2. Students are able to use appropriate tense and recount text generic structure.
3. Students are able to make a short recount text based on the comic strip.

E. Materials

Simple Past Tense:

Simple past tense is used to express something that happened in the past.

Here is the pattern.

S + Past Tense (Verb 2)

Examples:

I went to the zoo yesterday.

S V2

I visited Lake Toba last week.

S V2

Input text:

Shirley's Day Off

Shirley enjoyed her day off yesterday. She(1)..... up late,(2)..... jogging in the park,(3)..... a long shower, and(4)..... a

big breakfast. In he afternoon, she(5)..... a movie with her sister. Then, she(6)..... groceries at the supermarket, and she(7)..... a big dinner for her parents. After dinner, Shirley and her parents(8)..... in the living room and talked. Shirley had a very nice day off yesterday.

(Taken from: Utami Widiati, 2008: 23)

F. Method/ Technique:Genre-Based Technique

- 1) BKOF (Building Knowledge of Field)
- 2) MOT (Modelling and Deconstruction of Text)
- 3) JCOT (Joint Construction of Text)
- 4) ICOT (Independent Construction of Text)

G. Teaching and Learning Activities

1. Opening Activities

- a. The teacher greets the students
- b. Students respond to the teachers' greeting.
- c. The leader of the class leads a prayer.
- d. The teacher checks students' attendance
- e. Students listen to the information of material that will be explained by the teacher.

2. Main Activities

(See Appendix III for Control Class)

a. BKOF(See Task I)

1. The teacher shows some pictures of interesting places in Bandung.
2. Students answer the questions based on their experience orally.

b. MOT(See Task II – Task IV)

1. The teacher gives an example of recount text of “Shierly’s Day Off” to the students.
2. Students recognize the generic structures of recount text “Shierly’s Day Off”.
3. Students recognize the language futures of recount text “Shierly’s Day Off”.
4. Students identify the purpose of a recount text of “Shierly’s Day Off”.

c. JCOT(See Task V)

1. Students write a simple recount text based on their experience in group of four.

d. ICOT(See task VI)

1. Students write a simple recount text individually.

3. Closing Activities

- a. The teacher and students make conclusion from the material given today.
- b. The teacher gives feedback from today’s discussion.
- c. The teacher informs the materials that will be discussed in the next meeting.
- d. Students end the lesson with a prayer.

H. Sources :

- Priyana, Joko ... [et.al.]. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.
- Widiati, Utami ... [et.al.]. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama / Madrasah Tsanawiyah Kelas VIII Edisi IV*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.
- Wardiman, Artono ... [et.al.]. 2008. *English in Focus 2; for Grade VIII Junior High School (SMP/MTs); First Edition*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.

I. Evaluation

1. Techniques : written text
2. Model : semi-guided writing
3. Rubric :(See Table 7)

Teacher,

Temon, May 2013
Researcher,

Drs. Dwiyanto
NIP. 19630728 198903 1 009

Damar Widiseta
NIM. 07202244050

Control Class

LEARNING MATERIALS



Main topic: My Day Off
Focus on Writing

TASK I

Answer the following questions. Share your answer with your classmates in groups of four.



1. Where did you spend your day off?
2. What did you do on your day off?
3. How did you feel during your day off?



LESSON PROPER

TASK II

Complete the following recount text with the correct forms of the verbs in the box. Then, answer the following questions.

buy eat get go make see sit take

Shirley's Day Off

Shirley enjoyed her day off yesterday. She(1)..... up late,(2)..... jogging in the park,(3)..... a long shower, and(4)..... a big breakfast. In the afternoon, she(5)..... a movie with her sister. Then, she(6)..... groceries at the supermarket, and she(7)..... a big dinner for her parents. After dinner, Shirley and her parents(8)..... in the living room and talked. Shirley had a very nice day off yesterday.

(Taken from: Utami Widiati, 2008: 23)

Questions

1. Who enjoyed the day off?
2. When did Shirley have her day off?
3. Where did she spend her day off?
4. What did Shirley do in the morning?
5. What did Shirley do in the afternoon?
6. What did Shirley do in the evening?
7. What kind of day off did Shirley have yesterday?

TASK III

Study the following explanation with your partner.

Simple Past Tense

Simple past tense is used to express something that happened in the past. Here is the pattern.

S + Past Tense (Verb 2)

Examples:

I went to the zoo yesterday.

S V2

I visited Lake Toba last week.

S V2

TASK IV

Study the note card bellow with your friend.

Beginning	Middle	End
topic	places, participants, activities, etc.	expressions/emotions
Day off	Shirley, Jogging, watching movie, dinner	nice

WORKSHEETS



DISCUSSION TIME

TASK V

Make your recount based on your experience in group of four.



DO IT BY YOURSELF

TASK VI

Write a recount text of your own. Think about your day off. For example: national Independence Day, Idul Fitri day off, etc. Remember these points when telling.

- ☒ Begin the story by telling when and where it happened as well as who participated.
- ☒ Write the events in the order they happened.
- ☒ End your story.

Control Class**LESSON PLAN IV**

School	: SMP N 2 Temon
Subject	: English
Grade/ Semester	: VIII / II
Text Type	: Recount text
Skill	: Writing
Time Allocation	: 40 minutes
Theme	: My First Experience by Plane

A. Standard of Competences :

6. The students should be able to express meaning on written functional texts and very short monologue in forms of descriptive and recount texts in order to interact with the nearest environment.

B. Basic Competency :

- 6.6. The students should be able to express meaning on short written functional text with various written language accurately, fluently, and acceptable in order to interact with the nearest environment.
- 6.7. The students should be able to express meaning and rhetoric steps on short essay with various written language accurately, fluently, and acceptable in order to interact with the nearest environment in descriptive and recount text.

C. Learning Objectives

In the end of the lesson, the students are able to make a short recount text in daily life.

D. Indicators

1. Students are able to identify the characteristics of recount text.
2. Students are able to use appropriate tense and recount text generic structure.
3. Students are able to make a short recount text based on the comic strip.

E. Materials

Simple Past Tense:

Simple past tense is used to express something that happened in the past.

Here is the pattern.

S + Past Tense (Verb 2)

Examples:

I went to the zoo yesterday.

S V2

I visited Lake Toba last week.

S V2

Usually, you use the following adverbs of time in simple past tense:

Yesterday

Last week

Last...

Two days ago
... ago

Input text:

Andi (1. be) on a plane. It (2. be) the first time for him. A stewardess always (3. help) him. And she also (4. give) him food, drink, snack and candies. He (5. think), "How kind she is!". Then he (6. hear) an announcement, "Good morning ladies and gentlemen. This flight is led by Captain Ferda. It will fly at an altitude of 28.000 feet. Well, ladies and gentlemen have a pleasant flight." Andi (7. be) so excited that he (8. shut) his eyes to (9. look) outside at the clouds. "Wow, I am flying now." He (10. think), "What an exciting experience!"

(Taken from: Utami Widiati, 2008: 24)

F. Method/ Technique: Genre-Based Technique

- 1) BKOF (Building Knowledge of Field)
- 2) MOT (Modelling and Deconstruction of Text)
- 3) JCOT (Joint Construction of Text)
- 4) ICOT (Independent Construction of Text)

G. Teaching and Learning Activities

1. Opening Activities

- a. The teacher greets the students
- b. Students respond to the teachers' greeting.
- c. The leader of the class leads a prayer.
- d. The teacher checks students' attendance
- e. Students listen to the information of material that will be explained by the teacher.

2. Main Activities

(See Appendix IV for Control Class)

a. BKOF (See Task I)

1. The teacher shows some pictures of plane.
2. Students answer the questions based on their experience orally.

b. MOT (See Task II – Task IV)

1. The teacher gives an example of recount text of "My First Experience by Plane" to the students.
2. Students recognize the generic structures of recount text "My First Experience by Plane".
3. Students recognize the language features of recount text "My First Experience by Plane".
4. Students identify the purpose of a recount text of "My First Experience by Plane".

c. JCOT (See Task V)

1. Students write a simple recount text based on their experience in group of four.

d. ICOT(See Task VI)

1. Students write a simple recount text individually.

3. Closing Activities

- a. The teacher and students make conclusion from the material given today.
- b. The teacher gives feedback from today's discussion.
- c. The teacher informs the materials that will be discussed in the next meeting.
- d. Students end the lesson with a prayer.

H. Sources :

- Priyana, Joko ... [et.al.]. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.
- Widiati, Utami ... [et.al.]. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama / Madrasah Tsanawiyah Kelas VIII Edisi IV*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.
- Wardiman, Artono ... [et.al.]. 2008. *English in Focus 2; for Grade VIII Junior High School (SMP/MTs); First Edition*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.

I. Evaluation

1. Techniques : written text
2. Model : semi-guided writing
3. Rubric :(See Table 7)

Teacher,

Temon, May 2013
Researcher,

Drs. Dwiyanto
NIP. 19630728 198903 1 009

Damar Widiseta
NIM. 07202244050

LEARNING MATERIALS

Main topic: My First Experience by Plane
Focus on Writing

TASK I

Answer the following questions. Share your answer with your classmates in groups of four.



1. Can you figure out the picture above?
2. Where is these plane located?
3. Why is these kind of transportation so popular?



LESSON PROPER

TASK II

In the following exercise, you will learn Andy's first experience travelling by plane. Change the verbs in brackets into the correct form. Then, answer the questions that follow.

My First Experience by Plane

Andi (1. be) on a plane. It (2. be) the first time for him. A stewardess always (3. help) him. And she also (4. give) him food, drink, snack and candies. He (5. think), "How kind she is!". Then he (6. hear) an announcement, "Good morning ladies and gentlemen. This flight is led by Captain Ferda. It will fly at an altitude of 28.000feet. Well, ladies and gentlemen have a pleasant flight." Andi (7. be) so excited that he (8. shut) his eyes to (9. look) outside at the clouds. "Wow, I am flying now." He (10. think), "What an exciting experience!"

(Taken from: Utami Widiati, 2008: 24)

Questions

1. What did Andi think about the stewardess?
2. Who flew the flight?
3. How high did the plane fly?
4. How did Andi feel?

TASK III

Study the following explanation with your partner.

Simple Past Tense

Simple past tense is used to express something that happened in the past. Here is the pattern.

S + Past Tense (Verb 2)

Examples:

I went to the zoo yesterday.

S V2

I visited Lake Toba last week.

S V2

Usually, you use the following adverbs of time in simple past tense:

Yesterday

Last week

Last...

Two days ago

... ago

TASK IV

Study the note card bellow with your friend.

Beginning	Middle	End
topic	places, participants, activities, etc.	expressions/emotions
First experience by plane	Andi, stewardess	excited

WORKSHEETS



DISCUSSION TIME

TASK V

Make your recount based on your experience in group of four.

TASK VI

Write a recount text of your own. Think about a memorable event in your life. For example, your first experience by bus. Remember these points when telling.

- ☒ Begin the story by telling when and where it happened as well as who participated.
- ☒ Write the events in the order they happened.
- ☒ End your story.

Control Class**LESSON PLAN V**

School	: SMP N 2 Temon
Subject	: English
Grade / Semester	: VIII / II
Text Type	: Recount text
Skill	: Writing
Time Allocation	: 40 minutes
Theme	: Holiday in Jakarta

A. Standard of Competences :

6. The students should be able to express meaning on written functional texts and very short monologue in forms of descriptive and recount texts in order to interact with the nearest environment.

B. Basic Competency :

- 6.6. The students should be able to express meaning on short written functional text with various written language accurately, fluently, and acceptable in order to interact with the nearest environment.
- 6.7. The students should be able to express meaning and rhetoric steps on short essay with various written language accurately, fluently, and acceptable in order to interact with the nearest environment in descriptive and recount text.

C. Learning Objectives

In the end of the lesson, the students are able to make a short recount text in daily life.

D. Indicators

1. Students are able to identify the characteristics of recount text.
2. Students are able to use appropriate tense and recount text generic structure.
3. Students are able to make a short recount text based on the comic strip.

E. Materials**Connecting Words**

In the letter above, you find words and phrases used to start, connect a sentence with the next one, and end an explanation.

Those words and phrases are:

- ☒ First
- ☒ Then
- ☒ After that
- ☒ Finally

Input text:

Holiday in Jakarta

Last week, my brother and I spent our holiday in Jakarta. We stayed in our uncle house. We went there by bus. We left from Yogyakarta on Friday. Before we went there, we prepared some things. (1) , we booked two

tickets at the ticket agent. (2) , we got the bus from Giwangan terminal at 3 pm. (3) , we stopped to have dinner at Ajibarang. After having dinner, we continued our travel. We arrive at Lebak Bulus terminal. From the terminal, we look the bus no C.09. (4) , we arrived at our uncle's house. It was a long trip, but we enjoyed it.

(Taken from: Joko Priyana, 2008: 72)

F. Method/ Technique: Genre-Based Technique

- 1) BKOF (Building Knowledge of Field)
- 2) MOT (Modelling and Deconstruction of Text)
- 3) JCOT (Joint Construction of Text)
- 4) ICOT (Independent Construction of Text)

G. Teaching and Learning Activities

1. Opening Activities

- a. The teacher greets the students
- b. Students respond to the teachers' greeting.
- c. The leader of the class leads a prayer.
- d. The teacher checks students' attendance
- e. Students listen to the information of material that will be explained by the teacher.

2. Main Activities

(See Appendix V for Control Class)

a. BKOF*(See Task I)*

1. The teacher shows some pictures of interesting place in Jakarta.
2. Students answer the questions based on their experience orally.

b. MOT*(See Task II – Task IV)*

1. The teacher gives an example of recount text of "Holiday in Jakarta" to the students.
2. Students recognize the generic structures of recount text "Holiday in Jakarta".
3. Students recognize the language futures of recount text "Holiday in Jakarta".
4. Students identify the purpose of a recount text of "Holiday in Jakarta".

c. JCOT*(See Task V)*

1. Students write a simple recount text based on their experience in group of four.

d. ICOT*(See Task VI)*

1. Students write a simple recount text individually.

3. Closing Activities

- a. The teacher and students make conclusion from the material given today.
- b. The teacher gives feedback from today's discussion.
- c. The teacher informs the materials that will be discussed in the next meeting.
- d. Students end the lesson with a prayer.

H. Sources :

- Priyana, Joko ... [et.al.]. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.
- Widiati, Utami ... [et.al.]. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama / Madrasah Tsanawiyah Kelas VIII Edisi IV*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.
- Wardiman, Artono ... [et.al.]. 2008. *English in Focus 2; for Grade VIII Junior High School (SMP/MTs); First Edition*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.

I. Evaluation

1. Techniques : written text
2. Model : semi-guided writing
3. Rubric : (See Table 7)

Teacher,

Temon, May 2013
Researcher,

Drs. Dwiyanto
NIP. 19630728 198903 1 009

Damar Widiseta
NIM. 07202244050

LEARNING MATERIALS



Main topic: Holiday in Jakarta

Focus on Writing

TASK I

Answer the following questions. Share your answer with your classmates in groups of four.



1. Can you figure out the pictures above?
2. Where are those monuments located?
3. Why are those monuments so popular?



LESSON PROPER

TASK II

Complete the letter with the connecting words or phrases in the box. Change the forms if necessary. Look at the example.

Then

Finally

After that

First

Holiday in Jakarta

Last week, my brother and I spent our holiday in Jakarta. We stayed in our uncle house. We went there by bus. We left from Yogyakarta on Friday. Before we went there, we prepared some things. (1), we booked two tickets at the ticket agent. (2), we got the bus from Giwangan terminal at 3 pm. (3), we stopped to have dinner at Ajibarang. After having dinner, we continued our travel. We arrive at Lebak Bulus terminal. From the terminal, we look the bus no C.09. (4), we arrived at our uncle's house. It was a long trip, but we enjoyed it.

(Taken from: Joko Priyana, 2008: 72)

TASK III

Study the following explanation with your partner.

Connecting Words

In the letter above, you find words and phrases used to start, connect a sentence with the next one, and end an explanation.

Those words and phrases are:

- ☒ First
- ☒ Then
- ☒ After that
- ☒ Finally

TASK IV

Study the note card bellow with your friend.

Beginning	Middle	End
topic	places, participants, activities, etc.	expressions/emotions
Holiday in Jakarta	Uncle house, Yogyakarta, Lebak Bulus	enjoy

WORKSHEETS**DISCUSSION TIME****TASK V**

Make your recount based on your experience in group of four.

**DO IT BY YOURSELF****TASK VI**

Write a recount text of your own. Think about your experience of study tour. Remember these points when telling.

- ☒ Begin the story by telling when and where it happened as well as who participated.
- ☒ Write the events in the order they happened.
- ☒ End your story.

Control Class**LESSON PLAN VI**

School	: SMP N 2 Temon
Subject	: English
Grade/ Semester	: VIII / II
Text Type	: Recount text
Skill	: Writing
Time Allocation	: 40 minutes
Theme	: Holiday in Jakarta

A. Standard of Competences :

6. The students should be able to express meaning on written functional texts and very short monologue in forms of descriptive and recount texts in order to interact with the nearest environment.

B. Basic Competency :

- 6.6.The students should be able to express meaning on short written functional text with various written language accurately, fluently, and acceptable in order to interact with the nearest environment.
- 6.7.The students should be able to express meaning and rhetoric steps on short essay with various written language accurately, fluently, and acceptable in order to interact with the nearest environment in descriptive and recount text.

C. Learning Objectives

In the end of the lesson, the students are able to make a short recount text in daily life.

D. Indicators

1. Students are able to identify the characteristics of recount text.
2. Students are able to use appropriate tense and recount text generic structure.
3. Students are able to make a short recount text based on the comic strip.

E. Materials

Events :

In the post cards above, you find events. It tells what happened and in what sequence.

Events might show with connecting words or phrases. Those words and phrases are:

- ☒ First
- ☒ Then
- ☒ After that
- ☒ Finally

Input text:

Dear Sylvia,

How's everything? We just came back from our vacation in Peru.

Machu Picchu is an Inca city in the Andes Mountains.

We took a bus in Aguas Calientes and arrived in Machu Picchu in the morning.

We spent the day there and went to Cuzco in the evening.

In Cuzco we hired a Peruvian guide, and we learned a lot about The Inca culture.

It was fantastic.

Talk to you soon,

Susan and Julie

(Taken from: Utami Widiati, 2008: 33)

F. Method/ Technique: Genre-Based Technique

- 1) BKOF (Building Knowledge of Field)
- 2) MOT (Modelling and Deconstruction of Text)
- 3) JCOT (Joint Construction of Text)
- 4) ICOT (Independent Construction of Text)

G. Teaching and Learning Activities

1. Opening Activities

- a. The teacher greets the students
- b. Students respond to the teachers' greeting.
- c. The leader of the class leads a prayer.
- d. The teacher checks students' attendance
- e. Students listen to the information of material that will be explained by the teacher.

2. Main Activities

(See Appendix VI for Control Class)

a. BKOF (See Task I)

1. The teacher shows some pictures of Machu Picchu..
2. Students answer the questions based on their experience orally.

b. MOT (See Task II – Task IV)

1. The teacher gives an example of recount text of "Machu Picchu" to the students.
2. Students recognize the generic structures of recount text "Machu Picchu".
3. Students recognize the language features of recount text "Machu Picchu".
4. Students identify the purpose of a recount text of "Machu Picchu".

- c. **JCOT**(*See Task V*)
 - 1. Students write a simple recount text based on their experience in group of four.
- d. **ICOT**(*See Task VI*)
 - 1. Students write a simple recount text individually.
- 3. Closing Activities**
 - a. The teacher and students make conclusion from the material given today.
 - b. The teacher gives feedback from today's discussion.
 - c. The teacher informs the materials that will be discussed in the next meeting.
 - d. Students end the lesson with a prayer.

H. Sources :

- Priyana, Joko ... [et.al.]. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.
- Widiati, Utami ... [et.al.]. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama / Madrasah Tsanawiyah Kelas VIII Edisi IV*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.
- Wardiman, Artono ... [et.al.]. 2008. *English in Focus 2; for Grade VIII Junior High School (SMP/MTs); First Edition*. Jakarta: Pusat Perbukuan; Departemen Pendidikan Nasional.

I. Evaluation

- 1. Techniques : written text
- 2. Model : semi-guided writing
- 3. Rubric :(See Table 7)

Teacher,

Temon, May 2013
Researcher,

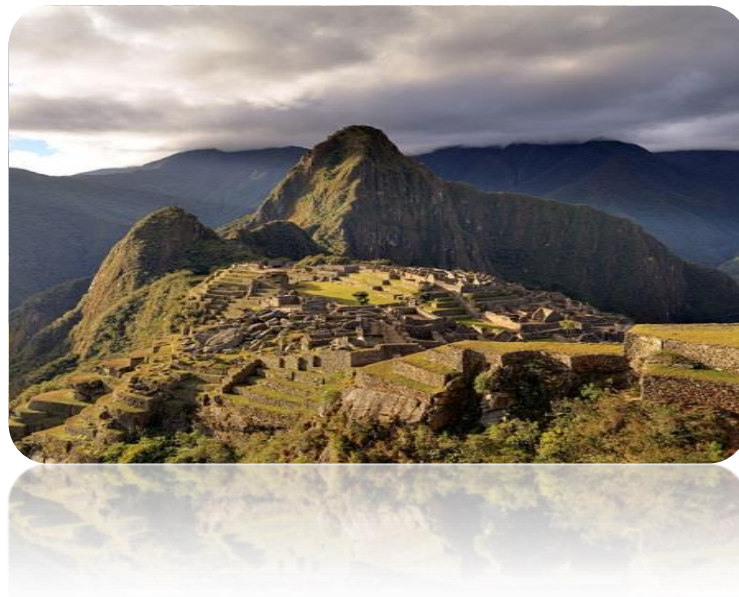
Drs. Dwiyanto
NIP. 19630728 198903 1 009

Damar Widiseta
NIM. 07202244050

LEARNING MATERIALS

**SNAPSHOT****Main topic: Holiday in Machu Picchu***Focus on Writing***TASK I**

Answer the following questions. Share your answer with your classmates in groups of four.



1. Can you figure out the picture above?
2. Where is this site located?
3. Why is this site so popular?



LESSON PROPER

TASK II

Read the postcard and complete the diagram.

Dear Sylvia,

How's everything? We just came back from our vacation in Peru.

Machu Picchu is an Inca city in the Andes Mountains.

We took a bus in Aguas Calientes and arrived in Machu Picchu in the morning.

We spent the day there and went to Cuzco in the evening.

In Cuzco we hired a Peruvian guide, and we learned a lot about The Inca culture.

It was fantastic.

Talk to you soon,

(Taken from: Utami Widiati, 2008: 33)

Event 1	Event 2	Event 3	Event 4	Event 5
Took bus in Aguas Calientes				Learned a lot about Inca culture

TASK III

Study the following explanation with your partner.

Events

In the post cards above, you find events. It tells what happened and in what sequence.

Events might show with connecting words or phrases. Those words and phrases are:

- ☒ First
- ☒ Then
- ☒ After that
- ☒ Finally

TASK IV

Study the note card bellow with your friend.

Beginning	Middle	End
topic	places, participants, activities, etc.	expressions/emotions
Vacation in Peru	Took a bus	Fantastic

WORKSHEETS**DISCUSSION TIME****TASK V**

Make your recount based on your experience in group of four.

**DO IT BY YOURSELF****TASK VI**

Write a recount text of your own. Think about a memorable event in your life when you visit an interesting place. Remember these points when telling.

- ☒ Begin the story by telling when and where it happened as well as who participated.
- ☒ Write the events in the order they happened.
- ☒ End your story.

STATISTICAL ANALYSIS OF THE DATA

```

GET
  FILE='F:\MY THESIS\MYSPSS\Control Class.sav'.
DATASET NAME DataSet2 WINDOW=FRONT.
GET
  FILE='F:\MY THESIS\MYSPSS\Experiment Class.sav'.
DATASET NAME DataSet3 WINDOW=FRONT.
FREQUENCIES VARIABLES=PRETEST POSTTEST
  /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN
  /ORDER=ANALYSIS.

```

Frequencies

Notes		
Output Created		29-AUG-2013 21:36:23
Comments		
	Data	F:\MY THESIS\MYSPSS\Experiment Class.sav
	Active Dataset	DataSet3
Input	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	31
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=PRETEST POSTTEST /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,11

[DataSet3] F:\MY THESIS\MYSPSS\Experiment Class.sav

Statistics

		PRETEST	POSTTEST
N	Valid	31	31
	Missing	0	0
Mean		11,0000	15,0323
Std. Deviation		1,14746	1,54885
Minimum		9,50	13,00
Maximum		13,00	18,00

Frequency Table

PRETEST

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 9,50	3	9,7	9,7	9,7
10,00	7	22,6	22,6	32,3
10,50	4	12,9	12,9	45,2
11,00	8	25,8	25,8	71,0
11,50	3	9,7	9,7	80,6
13,00	6	19,4	19,4	100,0
Total	31	100,0	100,0	

POSTTEST

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 13,00	4	12,9	12,9	12,9
13,50	3	9,7	9,7	22,6
14,00	4	12,9	12,9	35,5
14,50	2	6,5	6,5	41,9
15,00	8	25,8	25,8	67,7
15,50	3	9,7	9,7	77,4
16,50	2	6,5	6,5	83,9
17,50	2	6,5	6,5	90,3
18,00	3	9,7	9,7	100,0
Total	31	100,0	100,0	

```

DATASET ACTIVATE DataSet2.
FREQUENCIES VARIABLES=PRETEST POSTTEST
  /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN
  /ORDER=ANALYSIS.

```

Frequencies

Notes		
Output Created		29-AUG-2013 21:37:04
Comments		
Input	Data	F:\MY THESIS\MYSPSS\Control Class.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	31
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=PRETEST POSTTEST /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,04

[DataSet2] F:\MY THESIS\MYSPSS\Control Class.sav

Statistics			
		PRETEST	POSTTEST
N	Valid	31	31
	Missing	0	0
Mean		11,0323	12,5968
Std. Deviation		,92137	,94357
Minimum		10,00	11,50
Maximum		13,00	14,00

Frequency Table

PRETEST

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 10,00	8	25,8	25,8	25,8
10,50	6	19,4	19,4	45,2
11,00	7	22,6	22,6	67,7
11,50	1	3,2	3,2	71,0
12,00	5	16,1	16,1	87,1
12,50	3	9,7	9,7	96,8
13,00	1	3,2	3,2	100,0
Total	31	100,0	100,0	

POSTTEST

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 11,50	10	32,3	32,3	32,3
12,00	3	9,7	9,7	41,9
12,50	3	9,7	9,7	51,6
13,00	5	16,1	16,1	67,7
13,50	6	19,4	19,4	87,1
14,00	4	12,9	12,9	100,0
Total	31	100,0	100,0	

```

DATASET ACTIVATE DataSet3.
NPAR TESTS
  /K-S(NORMAL)=PRETEST POSTTEST
  /STATISTICS DESCRIPTIVES
  /MISSING ANALYSIS.

```

NPar Tests

Notes		
Output Created		29-AUG-2013 21:38:00
Comments		
Input	Data	F:\MY
	Active Dataset	THESIS\MYSPSS\Experiment
	Filter	Class.sav
	Weight	DataSet3
	Split File	<none>
	N of Rows in Working Data File	<none>
	Definition of Missing	<none>
Missing Value Handling	Cases Used	31
Syntax		User-defined missing values are treated as missing.
		Statistics for each test are based on all cases with valid data for the variable(s) used in that test.
		NPAR TESTS
		/K-S(NORMAL)=PRETEST
		POSTTEST
		/STATISTICS DESCRIPTIVES
		/MISSING ANALYSIS.
Resources	Processor Time	00:00:00,03
	Elapsed Time	00:00:00,09
	Number of Cases Allowed ^a	157286

a. Based on availability of workspace memory.

[DataSet3] F:\MY THESIS\MYSPSS\Experiment Class.sav

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
PRETEST	31	11,0000	1,14746	9,50	13,00
POSTTEST	31	15,0323	1,54885	13,00	18,00

One-Sample Kolmogorov-Smirnov Test

		PRETEST	POSTTEST
N		31	31
Normal Parameters ^{a,b}	Mean	11,0000	15,0323
	Std. Deviation	1,14746	1,54885
Most Extreme Differences	Absolute	,210	,186
	Positive	,210	,186
	Negative	-,153	-,106
Kolmogorov-Smirnov Z		1,167	1,034
Asymp. Sig. (2-tailed)		,131	,235

a. Test distribution is Normal.

b. Calculated from data.

```

DATASET ACTIVATE DataSet2.
NPAR TESTS
  /K-S(NORMAL)=PRETEST POSTTEST
  /STATISTICS DESCRIPTIVES
  /MISSING ANALYSIS.

```

NPar Tests

Notes		
Output Created		29-AUG-2013 21:38:16
Comments		
Input	Data	F:\MY THESIS\MYSPSS\Control Class.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	31
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each test are based on all cases with valid data for the variable(s) used in that test.
Syntax		NPAR TESTS /K-S(NORMAL)=PRETEST POSTTEST /STATISTICS DESCRIPTIVES /MISSING ANALYSIS.
Resources	Processor Time	00:00:00,03
	Elapsed Time	00:00:00,06
	Number of Cases Allowed ^a	157286

a. Based on availability of workspace memory.

[DataSet2] F:\MY THESIS\MYSPSS\Control Class.sav

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
PRETEST	31	11,0323	,92137	10,00	13,00
POSTTEST	31	12,5968	,94357	11,50	14,00

One-Sample Kolmogorov-Smirnov Test

		PRETEST	POSTTEST
N		31	31
Normal Parameters ^{a,b}	Mean	11,0323	12,5968
	Std. Deviation	,92137	,94357
Most Extreme Differences	Absolute	,191	,200
	Positive	,191	,200
	Negative	-,144	-,153
Kolmogorov-Smirnov Z		1,066	1,114
Asymp. Sig. (2-tailed)		,206	,167

a. Test distribution is Normal.

b. Calculated from data.


```

DATASET ACTIVATE DataSet1.
ONEWAY PRETEST POSTTEST BY KELAS
  /STATISTICS DESCRIPTIVES EFFECTS HOMOGENEITY
  /MISSING ANALYSIS.

```

Oneway

Notes	
Output Created	29-AUG-2013 21:39:44
Comments	
Input	Data Active Dataset Filter Weight Split File N of Rows in Working Data File Definition of Missing Cases Used
Missing Value Handling	User-defined missing values are treated as missing. Statistics for each analysis are based on cases with no missing data for any variable in the analysis. ONEWAY PRETEST POSTTEST BY KELAS /STATISTICS DESCRIPTIVES EFFECTS HOMOGENEITY /MISSING ANALYSIS.
Syntax	
Resources	Processor Time Elapsed Time
	62 00:00:00,02 00:00:00,12

[DataSet1] F:\MY THESIS\MYSPSS\EXPECTRLPREPOST.sav

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
PRETEST	,539	1	60	,466
POSTTEST	2,989	1	60	,089

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
PRETEST	Between Groups	,016	1	,016	,015	,903
	Within Groups	64,968	60	1,083		
	Total	64,984	61			
POSTTEST	Between Groups	91,940	1	91,940	55,903	,000
	Within Groups	98,677	60	1,645		
	Total	190,617	61			

UNIANOVA POSTTEST BY KELAS WITH PRETEST

/METHOD=SSTYPE(3)

/INTERCEPT=INCLUDE

/EMMEANS=TABLES(KELAS) WITH(PRETEST=MEAN) COMPARE ADJ(LSD)

/PRINT=ETASQ DESCRIPTIVE

/CRITERIA=ALPHA(.05)

/DESIGN=PRETEST KELAS.

Univariate Analysis of Variance

Notes

Output Created		29-AUG-2013 21:40:16
Comments		
Input	Data	F:\MY
	Active Dataset	THESIS\MYSPSS\EXPECTRLPRE
	Filter	POST.sav
	Weight	DataSet1
	Split File	<none>
Missing Value Handling	N of Rows in Working Data File	<none>
	Definition of Missing	<none>
	Cases Used	62
Syntax	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,07

[DataSet1] F:\MY THESIS\MYSPSS\EXPECTRLPREPOST.sav

Between-Subjects Factors

		Value Label	N
KELAS	1,00	control	31
	2,00	experiment	31

Descriptive Statistics

Dependent Variable: POSTTEST

KELAS	Mean	Std. Deviation	N
control	12,5968	,94357	31
experiment	15,0323	1,54885	31
Total	13,8145	1,76773	62

Tests of Between-Subjects Effects

Dependent Variable: POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	116,142 ^a	2	58,071	46,005	,000	,609
Intercept	26,687	1	26,687	21,142	,000	,264
PRETEST	24,202	1	24,202	19,173	,000	,245
KELAS	93,409	1	93,409	74,000	,000	,556
Error	74,475	59	1,262			
Total	12022,750	62				
Corrected Total	190,617	61				

a. R Squared = ,609 (Adjusted R Squared = ,596)

Estimated Marginal Means

KELAS

Estimates

Dependent Variable: POSTTEST

KELAS	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
control	12,587 ^a	,202	12,183	12,991
experiment	15,042 ^a	,202	14,638	15,446

a. Covariates appearing in the model are evaluated at the following values:
PRETEST = 11,0161.

Pairwise Comparisons

Dependent Variable: POSTTEST

(I) KELAS	(J) KELAS	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
control	experiment	-2,455 [*]	,285	,000	-3,026	-1,884
experiment	control	2,455 [*]	,285	,000	1,884	3,026

Based on estimated marginal means

*. The mean difference is significant at the ,05 level.

b. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

Univariate Tests

Dependent Variable: POSTTEST

	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Contrast	93,409	1	93,409	74,000	,000	,556
Error	74,475	59	1,262			

The F tests the effect of KELAS. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

STUDENTS' SCORE

No.	Nama		1	2	3	4	5	6	Total	Rerata
1.	Agung Wiranto	A	3	2	2	2	2	2	13	13.5
		B	3	3	2	2	2	2	14	
2.	Ahmad Handika	A	3	2	2	1	2	2	12	14
		B	3	3	3	3	2	2	16	
3.	Anggun Tri Awardani	A	3	3	3	3	2	2	16	15.5
		B	3	3	3	2	2	2	15	
4.	Beltsa Bertianti	A	4	4	3	3	3	3	20	18
		B	3	3	3	3	2	2	16	
5.	Diah Fatmawati	A	2	3	2	1	4	2	14	15
		B	3	3	3	2	3	2	16	
6.	Dina Susanti	A	3	3	2	2	2	2	14	14.5
		B	3	3	3	2	2	2	15	
7.	Dwi Sri Handayani	A	2	3	2	1	4	2	14	15
		B	3	3	3	2	3	2	16	
8.	Edi Yulianto	A	2	2	3	1	2	3	13	13
		B	3	2	2	2	2	2	13	
9.	Eri Setyawati	A	2	3	2	1	4	2	14	15
		B	3	3	3	2	3	2	16	
10.	Ervi Wulandari	A	3	3	3	1	1	4	15	15.5
		B	3	3	3	3	2	2	16	
11.	Fajar Yuni Indrianti	A	2	3	2	1	4	2	14	15
		B	3	3	3	2	3	2	16	
12.	Hasanudin Wahyu B.	A	3	3	1	1	3	3	14	15.5
		B	3	3	3	2	3	3	17	
13.	Ika Damayanti	A	3	2	2	1	2	2	12	14
		B	3	3	3	3	2	2	16	
14.	Indah Nur Annisa	A	4	4	3	1	4	3	19	18
		B	2	3	3	3	3	3	17	
15.	Intan Berliana Murti	A	3	2	2	1	2	2	12	13
		B	3	2	3	2	2	2	14	
16.	Kuswanti	A	2	2	3	1	2	3	13	13
		B	3	2	2	2	2	2	13	
17.	Miftakhul Janah	A	4	3	3	1	4	4	19	17.5
		B	3	3	3	3	2	2	16	
18.	Mita Candra Silvana	A	3	3	3	3	2	3	17	16.5
		B	3	2	3	3	2	3	16	
19.	Nisa Wijayanti	A	4	3	3	3	3	3	19	18
		B	3	3	3	2	3	3	17	
20.	Norma Widayanti	A	2	3	2	1	4	2	14	15
		B	3	3	3	2	3	2	16	
21.	Pamy Putri Abdiyani	A	3	2	2	1	2	2	12	14
		B	3	3	3	3	2	2	16	
22.	Ricky F.	A	2	2	3	1	2	3	13	13
		B	3	2	2	2	2	2	13	
23.	Rizky Fitri Rakhman	A	3	3	2	1	1	2	12	13.5
		B	3	3	3	2	2	2	15	
24.	Rony Anwar	A	3	3	1	1	1	3	11	14.5
		B	3	3	3	3	3	3	18	
25.	Selia Ayu Nurmalita.	A	4	3	3	2	3	3	18	17.5
		B	3	3	3	3	2	3	17	
26.	Setyarini Nuryasid	A	2	3	2	1	4	2	14	15
		B	3	3	3	2	3	2	16	
27.	Sindy Elita Sari	A	3	3	3	3	2	3	17	16.5
		B	3	2	3	3	2	3	16	
28.	Wahidin Fitrianto	A	2	3	2	1	4	2	14	15
		B	3	3	3	2	3	2	16	
29.	Wisnu Nur Biyantoko	A	3	2	2	1	2	2	12	14
		B	3	3	3	3	2	2	16	
30.	Zeny Susilandari	A	3	3	2	1	2	3	14	15
		B	3	3	3	3	2	2	16	
31.	Jamaludin Pangestu	A	3	2	2	1	1	2	11	13.5
		B	3	3	3	2	2	3	16	
TOTAL										466
RERATA										15.03

No.	Nama		1	2	3	4	5	6	Total	Rerata
1.	Achnan Basuki	A	2	2	2	1	1	2	10	10
		B	2	1	2	1	2	2	10	
2.	Adil Pamungkas	A	3	2	2	1	1	2	11	12
		B	3	2	2	2	2	2	13	
3.	Ahmad Diyanto	A	2	2	2	2	1	1	10	11
		B	2	2	2	2	2	2	12	
4.	Andri Supriadi	A	2	2	1	1	1	1	8	10
		B	2	2	2	2	2	2	12	
5.	Bhagyanawan M.S.	A	3	3	2	1	1	2	12	13
		B	3	3	2	2	2	2	14	
6.	Binti Rochana	A	2	1	2	1	2	2	10	10
		B	2	1	2	1	2	2	10	
7.	Dani Faisal	A	2	1	2	2	2	2	11	11
		B	2	2	2	1	2	2	11	
8.	Dina Rosina	A	3	2	2	1	2	2	12	12,5
		B	3	2	2	2	2	2	13	
9.	Dwi Yuningsih	A	2	1	1	2	2	2	10	11,5
		B	3	2	2	2	2	2	13	
10.	Farhan Restu	A	3	2	1	1	2	2	11	12
		B	2	3	2	2	2	2	13	
11.	Fery Wijanarko	A	2	2	1	1	2	1	9	10,5
		B	2	2	2	2	2	2	12	
12.	Hendra Marwanto	A	2	2	1	1	2	2	10	11
		B	2	2	2	2	2	2	12	
13.	Heru Cahyo Wibowo	A	2	2	2	1	1	2	10	11
		B	2	2	2	2	2	2	12	
14.	Khanafi Said	A	1	1	1	1	1	1	6	10
		B	2	2	2	1	2	2	11	
15.	Krisma Maslachah	A	2	2	2	2	2	2	12	12
		B	2	2	2	2	2	2	12	
16.	Muhamad Irvan	A	1	2	2	1	2	2	10	10,5
		B	1	2	2	2	2	2	11	
17.	Muhammad Fajar K.	A	1	2	2	1	2	2	10	10
		B	2	1	2	1	2	2	10	
18.	Nanda Julianasari	A	3	2	1	2	2	2	12	12
		B	2	2	2	2	2	2	12	
19.	Norina Ardini	A	2	2	1	1	2	2	10	11
		B	2	2	2	2	2	2	12	
20.	Nova R.	A	2	2	2	2	2	2	12	12,5
		B	3	2	2	2	2	2	13	
21.	Novita Putri A.P.	A	3	2	2	1	2	2	12	12,5
		B	3	2	2	2	2	2	13	
22.	Nur Atika	A	2	2	2	1	1	1	9	10,5
		B	2	2	2	2	2	2	12	
23.	Ovalina Pratama	A	2	2	1	1	1	2	9	10,5
		B	2	2	2	2	2	2	12	
24.	Risma Rahmadini	A	2	2	2	2	2	1	11	12
		B	3	2	2	2	2	2	13	
25.	Selyn Regina A.	A	2	2	2	1	1	1	9	10,5
		B	2	2	2	2	2	2	12	
26.	Septian Bagus W.	A	2	2	2	1	2	1	10	11
		B	2	2	2	2	2	2	12	
27.	Sinta Bela	A	2	2	2	1	1	1	9	10,5
		B	2	2	2	2	2	2	12	
28.	Siti Fatimah	A	2	2	2	2	1	1	10	11
		B	2	2	2	2	2	2	12	
29.	Sunanal Hadi	A	2	1	2	2	1	1	9	10
		B	2	1	2	2	2	2	11	
30.	Yoga Dwi A.	A	2	2	1	1	1	1	8	10
		B	2	2	2	2	2	2	12	
31.	Yuni Setiawan.	A	2	1	1	2	2	1	9	10
		B	2	1	2	2	2	2	11	
TOTAL										342
RERATA										11.03

PHOTOGRAPHS



Pre Test



Group Study



Comic Strips Treatment



Post Test

**STUDENTS'
PRE TEST
AND
POST TEST**

PreTest

Nama	: Anggun Tri awar dani	1-4	1	2	3	4	5	6	Total
Kelas	: VII A	A	2	1	2	1	1	3	10
No.	: 03	B	3	2	2	2	1	2	12

Dua yang lalu kamu telah menyelesaikan pendidikan di sekolah dasar dan kemudian kamu melanjutkan pendidikanmu di sekolah menengah pertama. Kamu mendaftarkan diri dan diterima di SMP N 2 Temon. Ceritakanlah pengalamanmu yang berkesan di hari pertamamu masuk sekolah. Berilah judul dan ceritakanlah semenarik mungkin. Selamat mengerjakan.

First day in SMP N 2 Temon

Two years ago I enter in school SMP N 2 Temon. One day I met with teacher SMP N 2 Temon. After that all student row in field till four hour. After that I in guide by mom irbani for know room in SMP N 2 Temon

PreTest

Nama	: Fajar Yuni Indrianti	1-4	1	2	3	4	5	6	Total
Kelas	: VIII A	A	2	2	1	1	2	2	10
No.	: 11	B	2	2	2	2	2	2	12

Dua yang lalu kamu telah menyelesaikan pendidikan di sekolah dasar dan kemudian kamu melanjutkan pendidikanmu di sekolah menengah pertama. Kamu mendaftarkan diri dan diterima di SMP N 2 Temon. Ceritakanlah pengalamanmu yang berkesan di hari pertamamu masuk sekolah. Berilah judul dan ceritakanlah semenarik mungkin. Selamat mengerjakan.

New Friend in My New School

Two years ago, I register in Junior High School. Country Two Temon and me accept in Junior High School Country Two Temon. In moment MOS I to meet Dina Susanti. Next day, I sit down one table with her. And she to became was new my friend. New my friend like shy with me, so if with me.

PreTest

Nama	: Intan Berliana Murti	1-4	1	2	3	4	5	6	Total
Kelas	: VIII A	A	2	1	2	1	2	2	10
No.	: 15	B	2	2	2	2	2	2	12

Dua yang lalu kamu telah menyelesaikan pendidikan di sekolah dasar dan kemudian kamu melanjutkan pendidikanmu di sekolah menengah pertama. Kamu mendaftarkan diri dan diterima di SMP N 2 Temon. Ceritakanlah pengalamanmu yang berkesan di hari pertamamu masuk sekolah. Berilah judul dan ceritakanlah semenarik mungkin. Selamat mengerjakan.

First day in SMP N 2 Temon

One day I and mother went SMP N 2 Temon to register. After that I look someone stand in the front office, He is a teacher named Mr. Sakirno. His fair looked so ridiculous.

PreTest

Nama	: Rany Putri Abdyani	1-4	1	2	3	4	5	6	Total
Kelas	: VIII A	A	2	1	2	1	2	1	9
No.	: 21	B	2	2	2	2	2	2	12

Dua yang lalu kamu telah menyelesaikan pendidikan di sekolah dasar dan kemudian kamu melanjutkan pendidikanmu di sekolah menengah pertama. Kamu mendaftarkan diri dan diterima di SMP N 2 Temon. Ceritakanlah pengalamanmu yang berkesan di hari pertamamu masuk sekolah. Berilah judul dan ceritakanlah semenarik mungkin. Selamat mengerjakan.

First day in SMP N 2 Temon

One day I and my mother went SMP Negeri 2 Temon. My mother went to register. I met teacher and namely. After namely (whit) teacher I met my mother to full-fil. After that my mother submit the form to the comse. After that I and my mother go to home and waiting announcement tomorrow.

PreTest

Nama	: Getyorini Nuryadi	1-4	1	2	3	4	5	6	Total
Kelas	: VIII A	A	2	2	1	1	1	2	9
No.	: 26	B	2	2	2	2	2	2	12

Dua yang lalu kamu telah menyelesaikan pendidikan di sekolah dasar dan kemudian kamu melanjutkan pendidikanmu di sekolah menengah pertama. Kamu mendaftarkan diri dan diterima di SMP N 2 Temon. Ceritakanlah pengalamanmu yang berkesan di hari pertamamu masuk sekolah. Berilah judul dan ceritakanlah semenarik mungkin. Selamat mengerjakan.

First day in SMP NEGERI 2 TEMON

First of all one the time I met with teacher namely Mr. Gakir, I feel afraid. Because Mr. Gakir his face looked so ridiculous. So I afraid if met with him, not long after that I not afraid anymore.

PreTest

Nama	:	Sindy Elita Sari	1-4	1	2	3	4	5	6	Total
Kelas	:	VIII. A	A	2	1	2	1	1	1	8
No.	:	27	B	2	2	2	2	2	2	12

Dua yang lalu kamu telah menyelesaikan pendidikan di sekolah dasar dan kemudian kamu melanjutkan pendidikanmu di sekolah menengah pertama. Kamu mendaftarkan diri dan diterima di SMP N 2 Temon. Ceritakanlah pengalamanmu yang berkesan di hari pertamamu masuk sekolah. Berilah judul dan ceritakanlah semenarik mungkin. Selamat mengerjakan.

My new friends

Two years ago, I register early and approved at SMP N 2 Temon. First day I enter, I did with some friends. They very friendly. Finally I introduce and share stories eats. Her name is Nisa.

PreTest

Nama : Zeny Susilandani
 Kelas : VIII A
 No. : 30

1-4	1	2	3	4	5	6	Total
A	2	2	2	1	1	2	10
B	3	2	2	2	2	2	13

Dua yang lalu kamu telah menyelesaikan pendidikan di sekolah dasar dan kemudian kamu melanjutkan pendidikanmu di sekolah menengah pertama. Kamu mendaftarkan diri dan diterima di SMP N 2 Temon. Ceritakanlah pengalamanmu yang berkesan di hari pertamamu masuk sekolah. Berilah judul dan ceritakanlah semenarik mungkin. Selamat mengerjakan.

New School

Two years ago I'm register school in Monda Junior High School. I meet with new teachers and new friends. In moment I'm to meet Norma. Next day, I'm sit down one table with Norma and she my first friend when first enter at school.

Post Test

Nama : Anggun Tri'awar dani
 Kelas : Viii A
 No. : 03

1-4	1	2	3	4	5	6	Total
A	3	3	3	3	2	2	16
B	3	3	3	2	2	2	15

Kamu baru saja menghabiskan hari libur sekolah yang sangat mengesankan bagimu. Ceitakanlah pengalamanmu saat liburan sekolah dalam bentuk teks recount. Berilah judul dan ceritakanlah semenarik mungkin. Selamat mengerjakan.

My Holiday at malioboro

Last holiday I went to malioboro with my family. we got there by car. In malioboro my family and I visited malioboro market.

Before in malioboro market, my family and I bought some snack and drinks. Then my family and I ~~to~~ went in malioboro market.

Then I bought bag and clothes. After that, I went to brothersister house. After that I to go home.

Finally that was the end of my adventure. it was really amazing.

Post Test

Nama	: Fajar Yuni Indrianti	1-4	1	2	3	4	5	6	Total
Kelas	: VIII A	A	2	3	2	1	4	2	14
No.	: 11	B	3	3	3	2	3	3	16

Kamu baru saja menghabiskan hari libur sekolah yang sangat mengesankan bagimu. Ceritakanlah pengalamanmu saat liburan sekolah dalam bentuk teks recount. Berilah judul dan ceritakanlah semenarik mungkin. Selamat mengerjakan.

Holiday with my friend in Glagah Beach

Last month, my friend and I went to Glagah Beach. We get there by bicycle. It was so happy and enjoyed there.

In Glagah Beach we visited wave breaker. There many visited the fishing. Then, we visited Glagah harbour. There we saw some ships. After that, we bought some snacks dan drink. Then we enjoyed the scenery while enjoyed snacks dan drink. There we also photographs. After that we went to home because day already afternoon.

We very enjoyed our holiday there! It was very happy and very amazing.

Post Test

Nama	: Intan Berliana Murti	1-4	1	2	3	4	5	6	Total
Kelas	: VIII A	A	3	2	2	1	2	2	12
No.	: 15	B	3	2	3	2	2	2	14

Kamu baru saja menghabiskan hari libur sekolah yang sangat mengesankan bagimu. Ceitakanlah pengalamanmu saat liburan sekolah dalam bentuk teks recount. Berilah judul dan ceritakanlah semenarik mungkin. Selamat mengerjakan.

My Holiday in Grandmother's House?

Last holiday I went to grandma house. There many experience I've got begin, new friend, to plant paddy rice, help grandma cook etc. Next day I went with nephew in market, I and nephew buy some food and clothes. When I rode my bike I look temptation kite, is very beautiful. I am very happy.

It was my unforgettable moments.

* END *

Post Test

Nama	: Romy Putri Abdryani	1-4	1	2	3	4	5	6	Total
Kelas	: VIII A	A	3	2	2	1	2	2	12
No.	: 21	B	3	3	3	3	2	2	16

Kamu baru saja menghabiskan hari libur sekolah yang sangat mengesankan bagimu. Ceritakanlah pengalamanmu saat liburan sekolah dalam bentuk teks recount. Berilah judul dan ceritakanlah semenarik mungkin. Selamat mengerjakan.

My Holiday at Home

Last Sunday my mother and I went to Market. My mother and I bought vegetables to be cooked. After that my mother and I went ~~to~~ Home to cooked.

After ~~I~~ Helped my mother ~~for~~ ^{cook} ~~cooking~~ ~~cooked~~ in the morning. I Helped my father ~~to~~ for Gardening. After that In the Afternoon I watched television. next I read ~~the~~ ^{the} novel.

I Did my homework in the evening. I also learned some materials of ^{mathematic} ~~mathematics~~ about an hour. ~~I~~ Enjoyed ~~at~~ my holiday in at home. ~~It was~~ ~~for~~ I was really happy.

Post Test

Nama	: Geyorini Nurya'id	1-4	1	2	3	4	5	6	Total
Kelas	: VIII A	A	2	3	2	1	4	2	14
No.	: 26	B	3	3	3	3	3	2	16

Kamu baru saja menghabiskan hari libur sekolah yang sangat mengesankan bagimu. Ceritakanlah pengalamanmu saat liburan sekolah dalam bentuk teks recount. Berilah judul dan ceritakanlah semenarik mungkin. Selamat mengerjakan.

My Holiday

Money

Last Wednesday my friends and I went to Many Museum we get there by motor cycle. We started from Temon at 08.00 p.m. We saw ~~severy~~ beautiful scenery along the way. Finally, we arrived to Many Museum for about two hour. There my friends and I looked ^{at} a lot of money ^{which} unique. ~~There display money long time ago~~ There displayed some money ^{which} is used in the past. Unforgetable amazing ~~and~~. We enjoyed our holiday there. It was fantastic to enjoy the nature?

Post Test

Nama	: Sindy Elita Sari	1-4	1	2	3	4	5	6	Total
Kelas	: VIII. A	A	3	3	3	3	2	3	17
No.	: 27	B	3	3	3	3	2	3	16

Kamu baru saja menghabiskan hari libur sekolah yang sangat mengesankan bagimu. Ceritakanlah pengalamanmu saat liburan sekolah dalam bentuk teks recount. Berilah judul dan ceritakanlah semenarik mungkin. Selamat mengerjakan.

My unforgettable moments

A few week ago, my friends and I went to Kaliurang. We get there by bus. In Kaliurang we visited Tlago Putri. It is very popular among tourists. Because the scenery was very beautiful. Then we visited Goa Jepang. It was a man made Japanese cave. We took pictures of the beautiful scenery there. We enjoyed the fresh air, green scenery and animal voices such as birds and monkey.

We were very tired. But it was fun. I hope my next week will be more interesting.

Post Test

Nama	: <u>Zeny Susdandani</u>	1-4	1	2	3	4	5	6	Total
Kelas	: <u>VIII^A</u>	A	3	3	2	1	2	3	<u>14</u>
No.	: <u>30</u>	B	3	3	3	3	2	2	16

Kamu baru saja menghabiskan hari libur sekolah yang sangat mengesankan bagimu. Ceitakanlah pengalamanmu saat liburan sekolah dalam bentuk teks recount. Berilah judul dan ceritakanlah semenarik mungkin. Selamat mengerjakan.

Went to Glagah Beach.

Last week my friends and I went to Glagah beach. we went to Glagah beach by bicycle.

First, my friends and I breakfast together before went to Glagah beach. Then, I take a bath and get ready for went to Glagah beach.

upon arriving in Glagah beach my friends and I played water together. we visited wave becker and we very happy and we very tired. wait

finally, we back go home.

Experience very happy with my friends. I hope tomorrow then go to beach more fine and happy.

RESEARCH PERMIT



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 0409e/UN.34.12/DT/IV/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

24 April 2013

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

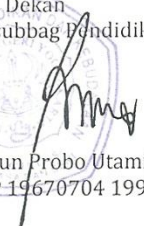
The Effectiveness of Using Comic Strip in Improving the Students' Writing Skills in the Eighth Grade of SMP Negeri 2 Temon in the Academic Year of 2012/2013

Mahasiswa dimaksud adalah :

Nama : DAMAR WIDISETA
NIM : 07202244050
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Mei 2013
Lokasi Penelitian : SMP Negeri 2 Temon

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP.19670704 199312 2 001

Tembusan:
1. Kepala SMP Negeri 2 Temon

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

070/4002/V/5/2013

Penyusunan Peraturan Menteri dan Peraturan
 Menteri
 Kepala Biro Administrasi Pembinaan
 SETDA
 Hendar Susilowati, SH
 NIP. 195801201198503 2

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Kulon Progo, Cq. KPT
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Kasubbag Pendidikan FBS UNY
5. Yang Bersangkutan



PEMERINTAH KABUPATEN KULON PROGO
BADAN PENANAMAN MODAL DAN PERIZINAN TERPADU
 Alamat : Jl. KHA Dahlan, Wates, Kulon Progo Telp.(0274) 774402 Kode Pos 55611

SURAT KETERANGAN / IZIN

Nomor : 070.2 / 00426/V/2013

Memperhatikan : Surat dari Sekretariat Daerah Provinsi DIY Nomor: 070/4002/V/5/2013, TANGGAL : 08 MEI 2013, PERIHAL : IJIN PENELITIAN

Mengingat : 1. Keputusan Menteri Dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri;
 2. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;
 3. Peraturan Daerah Kabupaten Kulon Progo Nomor : 15 Tahun 2007 tentang perubahan atas Peraturan Daerah Kabupaten Kulon Progo Nomor : 12 Tahun 2000 tentang Pembentukan Organisasi dan Tata Kerja Dinas Daerah;
 4. Peraturan Bupati Kulon Progo Nomor : 56 Tahun 2007 tentang Pedoman Pelayanan pada Kantor Pelayanan Terpadu Kabupaten Kulon Progo.

Diizinkan kepada : **DAMAR WIDISETA**
 NIM / NIP : **07202244050**
 PT/Instansi : **UNIVERSITAS NEGERI YOGYAKARTA**
 Keperluan : **IJIN PENELITIAN**
 Judul/Tema : **THE EFFECTIVENESS OF USING COMIC STRIP IN IMPROVING THE STUDENTS' WRITING SKILLS IN THE EIGHTH GRADE OF SMP N 2 TEMON IN THE ACADEMIC YEAR OF 2012 / 2013**

Lokasi : **SMP NEGERI 2 TEMON, KABUPATEN KULON PROGO**

Waktu : **08 Mei 2013 s/d 08 Agustus 2013**

1. Terlebih dahulu menemui/melaporkan diri kepada Pejabat Pemerintah setempat untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku.
3. Wajib menyerahkan hasil Penelitian/Riset kepada Bupati Kulon Progo c.q. Kepala Badan Penanaman Modal dan Perizinan Terpadu Kabupaten Kulon Progo.
4. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk kepentingan ilmiah.
5. Surat izin ini dapat diajukan untuk mendapat perpanjangan bila diperlukan.
6. Surat izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas.

Kemudian diharap kepada para Pejabat Pemerintah setempat untuk dapat membantu seperlunya.

Ditetapkan di : **Wates**
 Pada Tanggal : **14 Mei 2013**

KEPALA



Tembusan kepada Yth. :

1. Bupati Kulon Progo (Sebagai Laporan)
2. Kepala Bappeda Kabupaten Kulon Progo
3. Kepala Kantor Kesbangpol Kabupaten Kulon Progo
4. Kepala Dinas Pendidikan Kabupaten Kulon Progo
5. Kepala UPTD, PAUD dan DIKDAS Kec. Temon Kabupaten Kulon Progo
6. Yang bersangkutan
7. Arsip

Dra. Nelly PROBO LARAS, S.Sos., M.H
 Pembina Tk.I : IV/b
 19630801 199003 2 002